

Lesson Plan Model¹

Lesson Title/#:

Grade Level:

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	Letting children Learn
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>To know and be able to identify who, what, where, when, why, and how in the story “Junie B Jones first grader Boo... and I Mean It”.</p> <p>They will make a presentation over these questions to show their understanding.</p>
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>The students will have already read the book and we would have talked about some of these things in class.</p> <p>The students already know how to answer these questions.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the “Making Good Choices” resource for subject specific components.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	
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Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch ___5___ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>We will recap the story we just read.</p> <p>I will tell the students they are going to get an opportunity to make their own slide show to show the class instead of me showing them one.</p> <p>They get to be creative</p>
<p>Instruction ___10___ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p>	<p>I will tell them all of their instructions.</p> <p>They will have to make a slide for each question of who, what, when, where, and how.</p> <p>Every slide needs words and some need pictures</p> <p>They can use any template they want.</p> <p>They can be as creative as they want.</p> <p>I will ask them if they understand and have them repeat my rules to me so I know they understand.</p>

<p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application ___30-45___ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>This is were students will actually make their projects. I will walk around the room and help those who need it. We will likely spend two days on this so I can help all those that need it. They will take all we have talked about and apply it to their presentations.</p>
<p>Closure ___10___ Minutes</p>	<p>I will pick a few random names out of the name jar and we will let them show theirs on the big screen. We will talk about how they are right or wrong.</p>

<p>How will you end the lesson?</p>	
<p>Differentiation/Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>They will get to help on another. When I can not help them someone else can who knows the answer if I am busy with another student.</p>
<p>What Ifs</p> <p>What might not go as planned and how can</p>	<p>I will put the students in groups of 3 if I see not enough people know how to do it. This is make it easier for students to share what they know and it will give us the chance to see more at the end.</p>

<p>you be ready to make adjustment?</p>	
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Chrome books, Google docs, internet, and the class set of “Junie B., First Grader Boo... and I mean It!”</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	
<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	

What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

What worked? What didn't? For whom?	
Adjustments	

<p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.