

Title of the Lesson: _____

Lesson # (if part of a sequence) _____

Name: (Your name) _____

Subject Area(s): (list subject) _____

Duration of Lesson: (How long will the lesson take) _____

Grade Level: (list grade) _____

Context for Learning: (Attention to students' backgrounds, interests, and needs)

WHO are the students in this class (or in this group)?

State Standard(s)

Cite the grade level and standards using the numbers as well as the text. Use only the relevant parts to help focus your lesson planning.

Link to State Standards <http://www.tn.gov/education/curriculum.shtml>

Behavioral Objectives

WHAT do you want students to think, know understand and/or be able to do? (identify, give examples, compare, use, design, judge, etc.)

Be specific and use concrete terms.

You may use the following sentence frame:

Given *(learning activities or teaching strategies)*, the learners will *(assessable behaviors)* in order to demonstrate *(connection to standards)*.

HOW will students demonstrate this?

Describe observable actions.

Academic Language Objectives:

WHAT do you want students to think, know understand and/or be able to do with language (identify, give examples, compare, describe, retell, summarize, etc.).

Be specific and use concrete terms.

What key vocabulary, content-specific terms, word wall words, etc., do you need to teach and how will you teach students that vocabulary in the lesson/unit?

Formative Assessment (Process) – [within this lesson]:

How will you know that the students are learning/working towards achieving the goals you have set for them? (be specific)

Summative Assessment (Product) – [end of this lesson/unit]:

What evidence of student learning will you collect, and in what ways will the evidence document and validate the student's achievement?

Materials

What materials will *YOU* need in order to teach this lesson?

What materials will EACH STUDENT need in order to successfully complete the lesson?

Structured Practice/Exploration:

What learning activities do you have planned?

Guided Practice/Feedback:

What additional opportunities will you provide for students to practice this new skill/strategy?

Independent Practice/Application/Reinforcement:

What kind of opportunities will you provide students to apply this new learning and demonstrate mastery?

Modifications/Differentiation

How will *YOU* differentiate instructional strategies to meet the needs of all students (including English Language Learners, diverse learners, etc.)

How do procedures and assessments specifically address accommodations for students with I.E.P.s?

Closure

How will the key points of the lesson be articulated? By whom?

What questions or prompts will you use to elicit student articulation of their learning?

How will students rethink and revise their understanding and work?

Once you have completed the lesson, take a moment to analyze and reflect on what you have designed and consider the lesson as a whole.

