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.

Lesson Plan Format-Abbrev.

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?

<u>Materials</u>

What materials will *YOU* need in order to teach this lesson? What materials will EACH STUDENT need in order to successfully complete the lesson?

Time	Learning Astivities Teacher	Learning Astiguiting Students	Deservação
Time	Learning Activities – Teacher (What will the Teacher do or say)	Learning Activities – Students (What will the Students do or say)	Purpose (Why are the student doing this)
***	*Use numbers to sequence procedures and align Time, L	earning Activity and Purpose in each column	(why are the student doing this)
Ex:	1. I will begin by asking students what they	1. Students will be seated and will raise hands	1. To activate prior knowledge
1.	remember about	and be called on to contribute to teacher-led	1. To activate prior knowledge
5 min		discussion.	
5 min	Anticipatory Set: (Introduction of the topic: making connections) This means applying what you know about your students' academic and social development and cultural backgrounds to make the learning interesting, accessible and relevant.)	discussion.	
	Presentation/Explicit Instruction: How will you explicitly teach/model or demonstrate the skill/strategy/concept?		

Structured Practice/Exploration: What learning activities do you have planned?		·	
What learning activities do you have planned?			
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Cuided Due stice/Feedback			
Guided Practice/Feedback:			
Guided Practice/Feedback: What additional opportunities will you provide for students to practice this new skill/strategy?			
new skill/strategy?			
Independent Practice/Application/Reinforcement: What kind of opportunities will you provide students to apply this new learning and demonstrate mastery?			
What kind of opportunities will you provide students to apply this new			
learning and demonstrate mastery?			

Lesson Plan Format-Abbrev. 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.

<u>Reflection – [Post Lesson Analysis]</u>

• Indicate how specific *RESEARCH / THEORY* guided your selection of specific strategies and materials to help your students develop the skills and strategies needed to meet the learning objectives.

• What worked? What did not? For whom? Why?

• How does this reflection inform what you plan to do in the next lesson?

• What were you instructional strengths and areas for growth?