



The Lesson Plan Format has been adapted from the outline used in the MoPTA assessment. It is designed to help a teacher candidate develop well-planned and structured lessons. This suggested format also can help a teacher candidate better understand and design meaningful daily lessons that can positively enhance his or her instructional practice and students' learning. An agreed upon lesson plan format should be discussed early and often.

Creator(s) of Lesson Plan	
GRADE/AGE of STUDENTS	
SUBJECT	
TOPIC within that Subject	
ESSENTIAL QUESTION(S)	
SUMMARY: What do you want your students to know and be able to do by the end of this lesson/experience?	
GUIDANCE NOTES <i>Information that will help build your lesson plan (e.g., the lesson is after lunch, a new student in the class, follow up from chapter test)</i>	

PRE-ASSESSMENT/ PRIOR LEARNING

What assessment tools are guiding this lesson? (e.g., observational notes, exit slips, checklist, student work sample)
What background knowledge /learning styles/interests/abilities/group dynamics/Individual needs are relevant for success?
How do I know they are ready for this lesson?
What questions are the students asking? (inquiry questions)?
What nonverbal cues did you observe the past lesson? (students' expressions, body language)

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

Reflecting on my previous lesson, what changes do I need to make to support each learner?
How do I set up a flexible and supportive learning environment that promotes success?
How do plan lessons differentiated by readiness, interest, and learning profile?
How do I meet the needs of all learners, learning, cultural and language differences, etc.?
How do I differentiate content, process, and/or product?
How do I create an environment preparing students, parents, and myself for the challenges of differentiation?

DESE: Accommodations, Modifications, and Interventions...What's the difference?

<https://dese.mo.gov/sites/default/files/se-accomodations-modifications-interventions.pdf>

<http://www.udlcenter.org/>

STANDARDS/QUALITY INDICATORS/SKILLS

Which Missouri and/or national standards, quality indicators, and skills are addressed in this lesson?

What do I want my students to learn?

Why are these standards important?

What modifications might be considered? Am I differentiating content?

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

Is this standard meeting the needs of all students?

LEARNING OBJECTIVES/GOALS

This is where you identify the specific skill, insight, concept you want them to learn -- not what you want them to DO in the lesson.

*What **measurable objectives** are you addressing in this lesson?*

Are the intended learning outcomes appropriate for meeting curricular and student needs? ((e.g., S.M.A.R.T. goal))

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

How do I meet the needs of all learners, learning, cultural and language differences, etc.?

Is the learning objective appropriate for all students?

Do I need to consider differentiating the content or process?

ASSESSMENT

How will I determine student learning in relation to the goal(s)/objective(s)? (e.g., frequency, duration, accuracy)

How can I share the knowledge and skills the students demonstrate? (e.g., graph, checklist, anecdotal notes, photos)

Does my assessment provide students with a meaningful opportunity to show what they know? Is your assessment tool allowing the students to self-monitor or self-reflect?

Does the assessment tool inform my objective(s)?

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

Does the assessment tool(s) inform all objectives? How are you differentiating the assessment tools to illustrate student success? (e.g., social/emotional, task focus, engagement, organization, participation)

LESSON STRUCTURE AND PROCEDURES

Write this as a script -- using the words the teacher will use in leading the lesson. Include specific questions the teacher will pose; include the specific directions that the teacher will provide.

Include Instructional Strategies

What approach will I use to best meet the learning goal(s) and the needs of the students?

What academic or social emotional strategies should I consider when planning?

What strategies can help ensure student understanding?

e.g., Content or skill specific strategies may include: graphic organizer, chunking, SQ4R, think aloud, KU sentence writing strategy, etc.) Padlet Resource: https://padlet.com/dorie_ranheim/9s0to7ekdnbh

Before the lesson: (guiding notes/pre-assessment driving the lesson/ What expectations need to be clearly defined? Do I need visuals? /What instructional activities will I use to help students meet the learning goals? / What opportunities will I create for my students to develop a deeper knowledge? How will I transition the students to the learning setting?)

Opening: (How will I hook the student's interest/engagement? How will you begin the lesson? What will you do to communicate the purpose or goal?)

During the lesson: (How is the pace/time allotment of the lesson meets the needs of each student? /How do the instructional strategies link to what I know about each student? How are students fostering their own inquiries? / How can I gradually release more responsibility to students for their own learning? How are you promoting Critical Thinking? What posing will promote higher levels of thinking?) Include specific details about TEACHING important vocabulary related to the content of this lesson. Include specific details about how you will use READING to learn, and WRITING to learn the content of the lesson.

Closure: (What will happen at the end? How will you wrap up and debrief what students have learned in this lesson? Can the students illustrate what they learned? / Are the students applying their learning effectively in new situations (e.g., transfer)?)

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

How do I set up a flexible and supportive learning environment that promotes success? this might apply to one student or groups of students)

How do plan lessons differentiated by readiness, interest, and learning profile?
 How do I meet the needs of all learners, learning, cultural and language differences, etc.?
 How do I differentiate content, process, and/or product?

Resources and Materials

What tool(s) will foster learning? How can I embed technology into the lesson to enhance instruction?
 How can students acquire authentic, reliable information from experts/community members? (e.g., firefighters, skype with an architect)

Differentiation/ Accommodations/ Modifications/ Increases in Rigor

What high or low assistive technology tools do I need to incorporate?

Classroom Climate/ Classroom Management

How am I establishing procedures and expectations for student behavior that encourage the development of positive interpersonal skills? Am I providing visual and auditory cues?

How am I creating a cooperative and respectful classroom climate in which students and teachers work through behavioral challenges together?

What are some strategies to develop a non-confrontational rapport with even the most challenging students?

How will I consider implementing conflict resolution strategies that prioritize relationship building and mutual understanding?

<http://schottfoundation.org/restorative-practices>

<https://casel.org/>

<https://www.leaderinme.org/>

<https://www.pbis.org/>

<https://www.character.org/>

Differentiation/ Accommodations/ Modifications/ Increases in Rigor

Do I need tools for individual students to support their learning? (e.g., behavior plan, individual goals, social story)

Extensions

What activities have I planned for early finishers that extend the students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way?

<https://www.weareteachers.com/teaching-gifted-students/>

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Reflective Thinking (*To be completed within 24 hours after the lesson*)

PK-12 Student Learning:

How well did my students progress toward the goal(s)? How do I know? Evidence? Artifacts? (academic, social/emotional, engagement) What follow up resources are needed to foster student learning?

Teacher Candidate's

Instruction: *If I taught this lesson again or extend the lesson, I would be sure to make the following changes or additions to meet the needs of each student*

Follow-Up to Today's Lesson/Start Again

Based on my analysis of student performance in this lesson, I will make the following change to deepen student understanding and interconnect concepts. The changes may be incorporated tomorrow or throughout the unit?

Additional Information

Is there any area or lesson component that may not have been covered by this format that you think is vital to include in this lesson?