**Muskingum University**

**Teacher Education Programs**

# Lesson Plan Format

Teacher: Grade:

Subject: Lesson Title:

# Learning Goals

Learning Target:

Content Standards:

Interdisciplinary Connections:

# Student Background Knowledge and Experience

Necessary Prior Knowledge and Skills:

Anticipated Errors and Misunderstandings:

Preassessment of Knowledge and Skills (Include Pretest Data):

Accommodations for Diverse Experiences (Cultural & Linguistic):

# Instructional Procedures

Content Summary *(including concepts and essential understandings)*:

Strategies for Multiple Means of Engagement *(anticipatory sets, flexible groups, whole group/small group/individual instruction, etc.)*:

Strategies for Multiple Means of Representation *(presentations, graphic organizers, audiobooks, videos, concept maps, varied texts, demonstrations, presentations, guided notes, etc.)*:

Strategies for Multiple Means of Action and Expression *(oral presentation, poster summary, readers’ theater, role play, video, paper, models, etc.)*:

Teaching Methods:

Academic Language *(content vocabulary AND general academic vocabulary used across the discipline e.g., Bloom’s Taxonomy, key words, phrases, and symbols: Note: address each of these specifically listing the academic language students are expected to learn and use.)*

Content Vocabulary:

General Academic Vocabulary:

# Classroom Environment

Room arrangement *(with rationale provided):*

Grouping patterns *(with rationale provided)*:

Materials:

*Student Need*s*:*

*Teacher Needs:*

Resources:

# Instructional Activities

Lesson sequence (include important *questions* to ask students), time allotted, **thorough** description of each. Lesson sequence should demonstrate gradual release of responsibility (I Do, We Do, You Do) and purposeful connections with learning target and assessments.

Opening ( minutes):

During ( minutes):

Closing ( minutes):

# Assessment/Evaluation

How will you know if **each** student has met the learning goals? Include assessments and evaluation criteria.

Formative strategies:

|  |  |
| --- | --- |
| **Description of Assessment** | **Evaluation Criteria** |
|  |  |
|  |  |

Summative assessment:

|  |  |
| --- | --- |
| **Description of Assessment** | **Evaluation Criteria** |
|  |  |
|  |  |

Evaluation Criteria (attached)

1. **Adaptations** (e.g., IEP, 504 plans, WEP)

Modifications: If lesson objective and/or significant content learning goals need to be changed to alter the expectations for a student (e.g., reduced number of problems, or lower-level Bloom’s or for gifted student(s) extensions to advance progress). Accommodations: If other components such as method, activity or materials of lesson are changed to help students meet the learning goal (e.g., extended time, scribe, reader, spell checker, electronic device, or guided notes).

|  |  |  |  |
| --- | --- | --- | --- |
| **Student’s First Name** |  |  |  |
| What needs are you addressing for this student in this lesson?  (gifted, ELL, dyslexia, special needs: physical, cognitive, emotional, etc.) |  |  |  |
| **Focused SDI Strategy**  (List at least one type/form of SDI that you are providing as outlined on the IEP.)  ***-OR-***  **Identified Learning**  **Goal**  (Note the individual learning objective designed for each student in this lesson.) |  |  |  |
| **Teaching**  **Methods** |  |  |  |
| **Teaching**  **Materials** |  |  |  |
| **Academic**  **Language**  (Identify variation based upon student needs) |  |  |  |
| **Student**  **Activities** |  |  |  |
| **Student**  **Needs/Assistive Technologies**  **Mild:** *List the Scaffolds/Tools Used in the Lesson*  **Moderate:** *Outline the Accommodations/Tools Used in the Lesson*  **Intensive:** *Define the* *Modifications/Tools Made to the Lesson* |  |  |  |
| **Paraeducator**  **Co-teacher**  **Support**  (Describe the co-teacher’s role in the lesson for each student.) |  |  |  |
| **Assessment/ Evaluation**  (Allows for student demonstration of learning) |  |  |  |

1. **Pretest/Posttest Data Assessment and Analysis** (include post-test assessment table and narrative analysis)

1. **Reflection (if lesson is taught):** 
   * What went well? How do you know?
   * What did not go well? How do you know?
   * If you could teach this lesson again, what would you do the same? Why?
   * What would you do differently? Why?
   * Which individual or group did particularly well? How do you account for this performance?
   * What will/would you do tomorrow or try in the future with this individual or group?
   * Which individual or group appeared to be having problems? How do you account for this performance?
   * What will/would you do tomorrow or try in the future with this individual or group?
   * Why will these proposed changes/adjustments improve student learning?
   * What research/theory supports these changes?

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