

Comprehensive Lesson Plan Template

Name	
Date of Lesson	
Lesson Title	
Grade Level and Class Title	
Number of Students Taught	
Period (Hour of the School Day)	
Maine Teaching Standards (InTASC) Addressed by the Instruction	

INSTRUCTIONAL CONTEXT
Why teach this content? Why is this content/concept/skill important to learn? How is this lesson situated between PRIOR lessons and SUBSEQUENT lessons?
What have you planned for learners who may require additional support? Consider students in these groups: MLL, IEP, 504, Gifted, as well as students without identified needs who are struggling.
How will you promote positive and equitable interactions among learners in the classroom? Describe your plan to promote and maintain positive behavior. Include specific strategies/practices.

STUDENT LEARNING STANDARDS & OBJECTIVES
Standards Addressed
List national, state and/or local standards addressed by this specific lesson.
Student Learning Objectives/Targets

List the specific learning targets (long term, daily, academic language, etc.). As applicable, include the concept all students will understand and/or skill(s) students will be able to do.
Addressing Background Knowledge
What personal, local, and/or community knowledge are learners bringing to the lesson? Consider intuitive ideas that may differ from consensus ideas in the field. How will you uncover different ideas?
How will you address different ideas or potential sources of confusion in your lesson? How will your instruction help students to work through different ideas and conceptual confusion?

MATERIALS & TECHNOLOGY
List and link all handouts, notes, books, technologies, and other materials you will need for the lesson.
Describe your plan for managing and distributing materials to students.
Describe any safety concerns and how students will be informed of potential safety issues.
Describe technologies used to engage, support and assist student learning.

ASSESSMENT		
How will you determine if learners have met the lesson's learning targets? Provide a brief description and the targets addressed. Indicate the type of assessment. Most lessons will include checks for understanding (CFU) and some kind of formative assessment (e.g., graphic organizers, exit-tickets, worksheets, quizzes, etc.). Some lessons may also include a pre-assessment and/or summative assessment (e.g., presentations, papers, posters, reports, performances, tests, etc.).		
Assessment Title/Description	Type	Learning Target(s) Assessed

	Unknown	
	Unknown	
	Unknown	

Add or delete rows as necessary

PROCEDURES & TIMELINES			
Provide a sequential description of the procedures/activities for the lesson and corresponding times. <ul style="list-style-type: none"> ● Indicate what you will do as the teacher and what students will be doing ● Specify what you will look and listen for to assess learning along the way ● Clarify where you are ensuring equitable practice – ensuring opportunities for all to learn ● Describe how aides will be used to support students during the lesson 			
Time	Teacher will...	Student will...	Indicators of learning...

Add or delete rows as necessary

REFLECTION
Guided by the intern's goals and assessment within the Learning Progressions
After the lesson, write a reflection that addresses the following prompts in the space below: <ul style="list-style-type: none"> ● Did your students meet the objectives/learning target(s)? What is your evidence? ● How did your planning, instruction, and interactions with the students impact their learning? ● In what way were the selected strategies effective in teaching this content, concept or skill? ● What did you learn for next time? What did you learn about yourself as a teacher?