

## Lesson Plan Template

(Can be used during coursework, clinical practice and CalTPA Cycle 1)

<b>Grade</b>	
<b>Content Area</b>	
<b>Number of Students</b>	

<b>Learning Goal(s) – What level of thinking will be required?</b>
<b>CA State Standards:</b>
<b>ELD Standards:</b>
<b>ELD Goals (Consider reading, writing, speaking, listening):</b>

**Purpose: Becoming an effective teacher takes time, preparation, purposeful planning and deep knowledge of your students and the content / curriculum. Purposeful lesson planning supports you in your development as an educator and it works to ensure PK-12 students are being taught to think and engage with the content area, with the ultimate goal of transferring that knowledge to global understandings and patterns.**

### **Prompting questions / considerations as you consider your lesson plan:**

- Identify your instructional strategies and student activities (Pedagogy)
- Why do your students care about this information / learning?
- What are the ways in which you create a positive learning environment? (*Refer to Center for Reaching & Teaching the Whole Child: Social, Emotional and Cultural Anchor Competencies*)
- What have your students learned previously that you are tapping into during this lesson?
- What new vocabulary words will your students need to know in order to access the content?
- What strategies have you selected that are student centered?
- How will students be engaged in the learning?
- How will you group students during the lesson?
- What higher order thinking skills are being used by the students during this lesson? (*Refer to Critical Thinking Skills sentence frames*)
- In what ways is your lesson challenging? How are you making it accessible to students? (*Refer to UDL checklist / Cast.org*)
- In what ways will you continually check for understanding from ALL students?
- How will you modify instruction to support the needs of your focus students, as well as any other students with learning / behavioral needs?

*Be clear and detailed allowing for another teacher to teach this lesson without asking you clarifying questions.*

**Beginning of the lesson:**

- How are you capturing students' attention and how will you tie previously learned information to the new learning that will occur?
- How will you articulate the goals to the students?

**How will you create a safe environment for learning?**

- Consider Learning for Justice "Social Justice Standards"
- Consider Center for Reaching & Teaching the Whole Child's "Social, Emotional, and Cultural Anchor Competencies Framework."

**What are the assets and needs of your whole class?**

- What about your focus students?

**What academic language needs to be taught / addressed / modeled?**

- List terms, definitions, and strategies used to support students in learning the academic language.

**How will you group students for this lesson?**

- Why is / are your selected grouping strategy(ies) appropriate?

**Introduce new content to your students:**

- What are you doing? (Instructional Strategies = Pedagogy)
- What are your students doing? (Student Activities)
- Why are these strategies & activities appropriate?
- What thinking skills are involved in the learning?
- Revisit your learning goals and ELD goals – is your lesson supporting students in making progress toward those goals?
- How will you differentiate instruction for your focus students? (make appropriate adaptations)

**How will you check for understanding throughout the lesson?**

- Provide at least two informal assessments you will incorporate.

**Materials / resources needed**

**What UDL strategies are incorporated into your lesson?**

- Explain why your selected UDL strategies are appropriate for the students in your class / for this lesson.

### **Conclusion of the lesson:**

- What are you doing?
- What are your students doing?
- Why?
- How are you and your students relating this new learning to learning in the future?

### **Formal Assessment**

- How will you check for understanding – what is your formal assessment?
- Revisit your learning goals and ELD goals – is your assessment helping you identify if your students are making progress toward these goals?
- How will students articulate their understanding of the learned information through higher order thinking?
- Include a rubric for your formal assessment. Rubric Resources:  
<https://docs.google.com/document/d/1pHnS09j4vebS6oTFiu9hii7TEWaSIQvM4oOoht4Hfa4/edit?usp=sharing>

### **Reflection –post lesson:**

- What worked well? Why?
- What would you do differently next time?
- Was the lesson student centered? How do you know?
- What data did you collect informing you of your students' understandings in regards to the learning goals?

**Technology** (check all that apply)

☐ SMART Board   ☐ Teacher laptop   ☐ Student computers   ☐ LCD Projector   ☐ iPad/tablet   ☐ mp3  
 players   ☐ Document camera   ☐ Scanner   ☐ Digital camera   ☐ Speakers   ☐ Digital microscope  
☐ Webcam   ☐ Calculator   ☐ FM system   ☐ Colour printer   ☐ Other

**Multiple Means of Representation**

☐ 1 – Provide options for perception  
☐ 1.1 – Offer ways of customizing the display of information  
☐ 1.2 – Offer alternatives for auditory information  
☐ 1.3 – Offer alternatives for visual information  
☐ 2 – Provide options for language, mathematical expressions, & symbols  
☐ 2.1 – Clarify vocabulary and symbols  
☐ 2.2 – Clarify syntax and structure  
☐ 2.3 – Support decoding of text, mathematical notation, & symbols  
☐ 2.4 – Promote understanding across languages  
☐ 2.5 – Illustrate through multiple media  
☐ 3 – Provide options for comprehension  
☐ 3.1 – Activate or supply background knowledge  
☐ 3.2 – Highlight patterns, critical features, big ideas, & relationships  
☐ 3.3 – Guide information processing, visualization, & manipulation  
☐ 3.4 – Maximize transfer & generalization

**Multiple Means of Action/Expression**

☐ 4 – Provide options for physical action  
☐ 4.1 – Vary the methods for response & navigation  
☐ 4.2 – Optimize access to tools and assistive technologies  
☐ 5 – Provide options for expression and communication  
☐ 5.1 – Use multiple media for communication  
☐ 5.2 – Use multiple tools for construction & composition  
☐ 5.3 – Build fluencies with graduated levels of support for practice & performance  
☐ 6 – Provide options for executive functions  
☐ 6.1 – Guide appropriate goal setting  
☐ 6.2 – Support planning & strategy development  
☐ 6.3 – Facilitate managing information & resources  
☐ 6.4 – Enhance capacity for monitoring progress

**Multiple Means of Engagement**

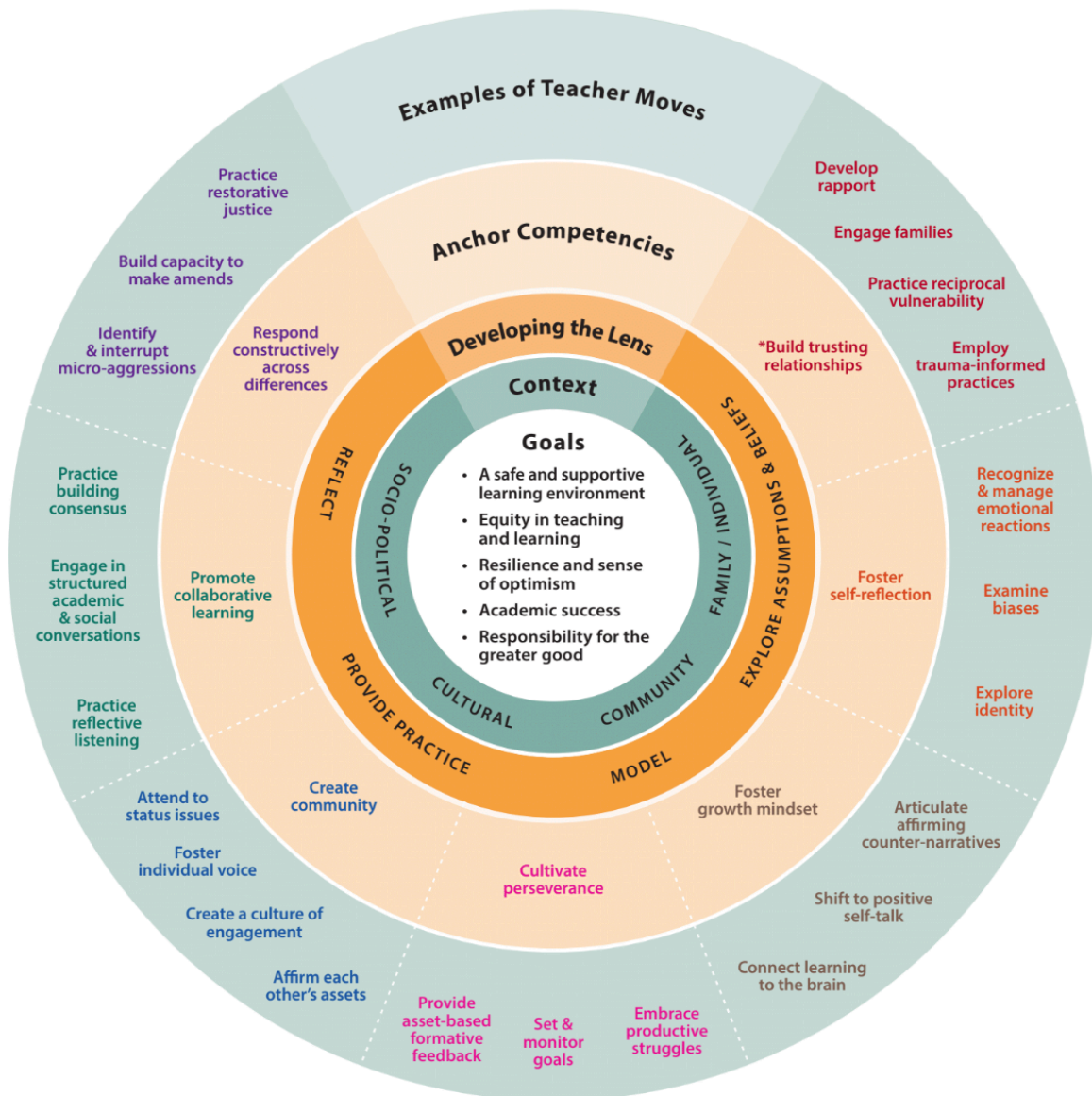
☐ 7 – Provide options for recruiting interest  
☐ 7.1 – Optimize individual choice & autonomy  
☐ 7.2 – Optimize relevance, value & authenticity  
☐ 7.3 – Minimize threats & distractions  
☐ 8 – Provide options for sustaining effort & persistence  
☐ 8.1 – Heighten salience of goals/objectives  
☐ 8.2 – Vary demands & resources to optimize challenges  
☐ 8.3 – Foster collaboration & community  
☐ 8.4 – Increase mastery-oriented feedback  
☐ 9 – Provide options for self-regulation  
☐ 9.1 – Promote expectations & beliefs that optimize motivation  
☐ 9.2 – Facilitate personal coping skills & strategies  
☐ 9.3 – Develop self-assessment & reflection

UDL  
CAST.ORG

# CRITICAL THINKING SKILLS

<b>1</b> <b>Knowledge</b>  <b>Identification and recall of information</b>	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?	How _____? Describe _____? What is _____?		
<b>2</b> <b>Comprehension</b>  <b>Organization and selection of facts and ideas</b>	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?	What differences exist between _____? Can you write a brief outline?		
<b>3</b> <b>Application</b>  <b>Use of facts, rules, and principles</b>	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?	Do you know of another instance where _____? Could this have happened in _____?		
<b>4</b> <b>Analysis</b>  <b>Separating a whole into component parts</b>	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.	How does _____ compare/contrast with _____? What evidence can you present for _____?		
<b>5</b> <b>Synthesis</b>  <b>Combining ideas to form a new whole</b>	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?	What solutions would you suggest for _____? What might happen if you combined _____ with _____?		
<b>6</b> <b>Evaluation</b>  <b>Developing opinions, judgements, or decisions</b>	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?	Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?		

## Social, Emotional, and Cultural Anchor Competencies Framework



Center for Reaching & Teaching the Whole Child. CRTWC