Lesson Plan Template

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

Grade	
Content Area	
Number of Students	

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

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	**Multiple Means of Action/Expression**	**Multiple Means of Engagement**
__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	__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	__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

1 Knowledge

Identification and recall of information

define	label	name	state
fill in the blank	locate	recall	tell
list	match	spell	underline
identify	memorize		

Who _____?
What _____?
Where _____?
When _____?

How _____?
Describe _____.
What is _____?

2 Comprehension

Organization and selection of facts and ideas

convert	interpret	restate	summarize
describe	paraphrase	retell in your own words	trace
explain	put in order	rewrite	translate

Re-tell _____ in your own words.
What is the main idea of _____?

What differences exist between _____?
Can you write a brief outline?

3 Application

Use of facts, rules, and principles

apply	demonstrate	give an example	show
compute	determine	illustrate	solve
conclude	draw	make	state a rule or principle
construct	find out	operate	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 _____?

4 Analysis

Separating a whole into component parts

analyze	contrast	diagram	examine
categorize	debate	differentiate	infer
classify	deduct	dissect	specify
compare	determine the factors	distinguish	

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 _____?

5 Synthesis

Combining ideas to form a new whole

change	find an unusual way	predict	revise
combine	formulate	pretend	suggest
compose	generate	produce	suppose
construct	invent	rearrange	visualize
create	originate	reconstruct	write
design	plan	reorganize	

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 _____?

6 Evaluation

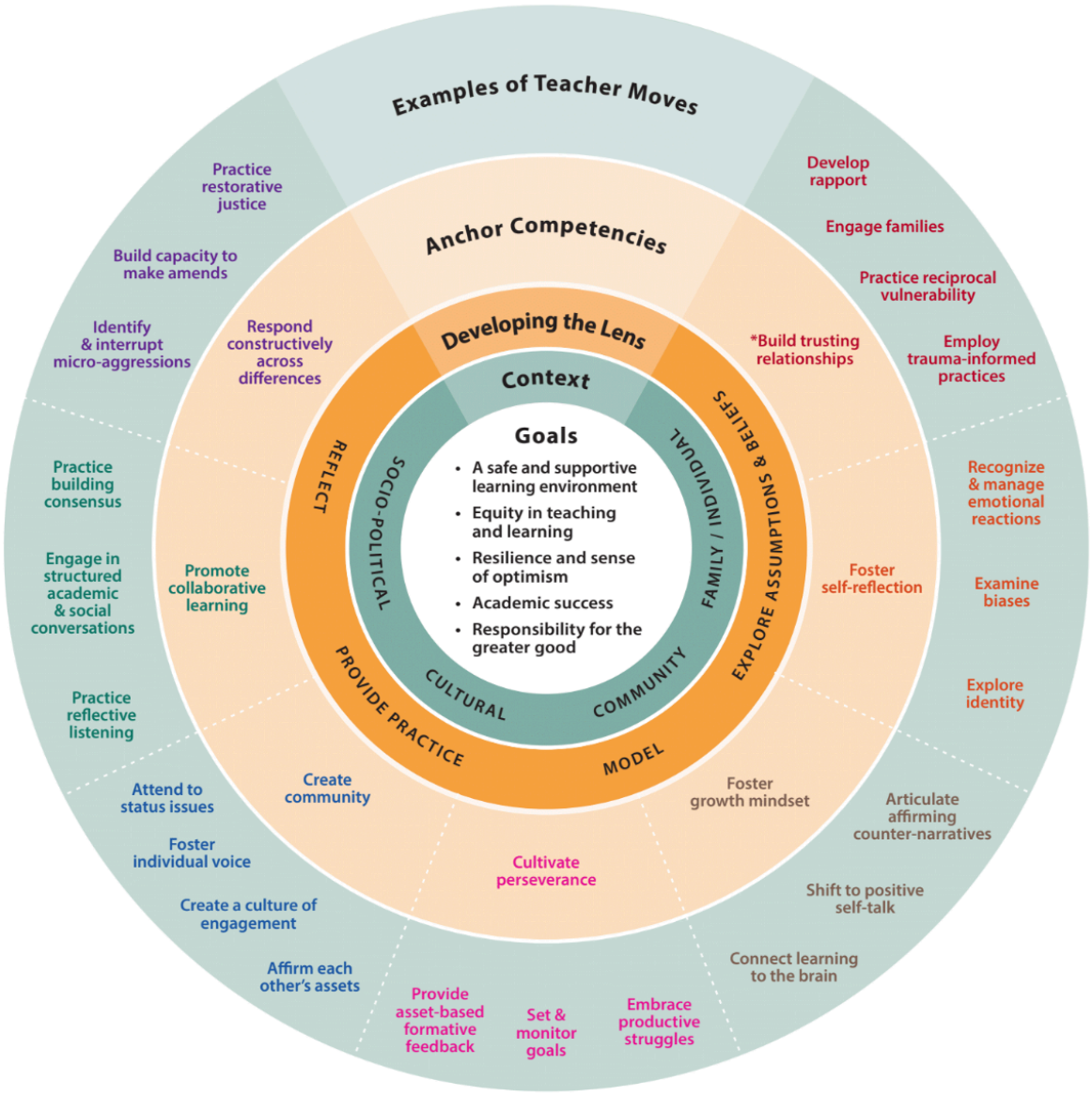
Developing opinions, judgements, or decisions

appraise	decide	judge	rate
choose	defend	justify	select
compare	evaluate	prioritize	support
conclude	give your opinion	rank	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