

Department of Elementary Education
Lesson Plan

Candidate	Grade	Content Area

CENTRAL FOCUS Part A: CURRICULUM ANALYSIS			
1. Learning Standard(s) <i>Use both number and text when citing standards</i>			
2. Content Overview <i>(Use the discourse of your discipline to explain your content.) What content are you teaching? Explain purpose for learning: How will this make students college- and career-ready?</i>			
<i>Content lesson complete 5; Literacy lesson complete 3 & 4; Content lesson that includes literacy complete 3, 4, & 5</i>			
3. Literacy - Essential Strategy <i>(consult edTPA literacy specific glossary & Making Good Choices p. 30)</i>	<i>Do not complete at this time.</i>		
4. Literacy – Requisite (ongoing foundational) Skills <i>Circle one or more that directly support your students to develop or refine the literacy strategy</i> <i>(consult edTPA literacy specific glossary & Making Good Choices p. 30)</i>	<i>print concepts</i>	<i>text structure features</i>	<i>word analysis</i>
	<i>decoding/phonics</i>	<i>miscue self-correction</i>	<i>word recognition</i>
	<i>phonological awareness</i>	<i>syllabic or morphological analysis</i>	<i>fluency</i>
	<i>language conventions</i>	<i>vocabulary meanings in context</i>	<i>OTHER:</i>
5. Math/SS/Science - Subject Specific Components <i>conceptual understanding /procedural fluency/ reasoning/ problem-solving skills</i>	<i>Do not complete at this time.</i>		
6. Prior Assessment Used to Inform this Lesson <i>(Student teaching only)</i>	<i>Do not complete at this time.</i>		

CENTRAL FOCUS Part B : MEASURABLE OBJECTIVE AND ITS ASSESSMENT	
7. Objective <i>Must include condition, behavioral verb, & criteria (See article by Kizlik).</i>	
8. Method(s) of Assessment & Evaluation Criteria <i>How will you capture information to analyze what each student has learned about the objective?</i> <i>Attach answer key, checklist, rubric, etc. (see “assessment” & “evaluation criteria” in edTPA glossary)</i>	<i>Assessment:</i>
	<i>Evaluation Criteria:</i>

9. Prerequisite Skills and/or Knowledge Needed in Order to Meet the Objective <i>If students do not have this skill/knowledge, you must differentiate in lesson.</i>	
10. Next Instructional Step in the Learning Sequence: <i>If all students were to achieve the objective, what is the next lesson in this learning sequence?</i>	

KNOWING YOUR LEARNERS	
Number of Students	
11. Assets of Student(s) for <u>this lesson</u> <i>- What do you your students already know academically and what can they do academically?</i> <i>-What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?</i> <i>(see "assets" in edTPA glossary)</i>	
12. Needs of students for <u>this lesson</u> <i>What are they still learning to do?</i> <i>(see #4 & #9 above)</i>	
13. Differentiation of Assessment and Evaluation Criteria <i>Indicate how you will differentiate the assessment and/or evaluation criteria for the needs identified in the box 8.</i> <i>(see "assessment" & "evaluation criteria" in edTPA glossary)</i>	<i>Differentiation of Assessment:</i>
	<i>Differentiation of Evaluation Criteria:</i>

ACADEMIC LANGUAGE DEMANDS OF THIS LESSON				
14. Language Function <i>(See glossary under "academic language" and Task 1, "What Do I Need To Write")</i>	analyze	compare/contrast	describe	interpret
	argue	summarize	explain	infer
	predict	categorize	justify	other:
15. Key Vocabulary Word/Phrases Critical for Achievement of Objective <i>(see Making Good Choices p. 14)</i>	<i>15a. Multiple meaning words that have <u>subject-specific meaning</u> in this lesson that differ from everyday life</i>			

	15b. <i>Cross-discipline</i> general academic vocabulary (see Coxhead, 2000)	
	15c. Subject-specific words used in this <i>discipline</i>	
16. Academic Syntax and/or Discourse <i>What structures of written and/or oral language need to be explicitly taught for achievement of the objective? (see Making Good Choices p. 14)</i>		
17. Research and/or Theory Guiding this Lesson Plan <i>In 1-2 sentences cite and justify evidence that supports your identification of these specific language demands.</i>		

LESSON STRUCTURE		
18. Total Time Allotted for Lesson		
19. Instructional Model -Guided Release Of Responsibility -Direct Instruction -Launch, Explore, Summarize -Early Childhood Emergent Model OTHER:		
20. Learning Arrangement <i>Whole class, small group, pairs, centers, and/or individual</i>		
21. (ECE ONLY) Role of Teacher		
22. Materials	22a Teacher Materials & Resources/Technology	
	22b. Student Materials & Resources/Technology	
23. Research and/or Theory Guiding this Lesson Plan <i>In 1-2 sentences cite and explain evidence that justifies these instructional decisions.</i>		

LESSON PROCEDURE: INTRODUCTION	
24. Timeframe: <i>How long is the introduction?</i>	
25. Transition: <i>What will you say/do to help students transition into the introduction</i>	

26. Introduction Teacher Actions, Strategies, and Questions:	Introduction Student Tasks and Strategies:
27. Introduction Differentiation <i>How will you accommodate students' individual needs based on answer to #9 above (see differentiation toolbox for ideas)</i>	
28. Formative Assessment Strategies <i>How will you know if all students are learning what you think you are teaching DURING the introduction? (see "formative assessment" in edTPA glossary & toolbox for ideas)</i>	

LESSON PROCEDURE: DEVELOPMENT	
29. Timeframe: <i>How long is the development?</i>	
30. Transition: <i>What will you say/do to help students transition into the development?</i>	

31. DEVELOPMENT Teacher Actions, Strategies, and Questions:		DEVELOPMENT Student Tasks and Strategies:	
32. Development Differentiation <i>How will you accommodate students' individual needs based on answer to #9 above (see differentiation toolbox for ideas)</i>			
33. Formative Assessment Strategies <i>How will you know if all students are learning what you think you are teaching DURING the development? (see toolbox for ideas)</i>			

LESSON PROCEDURE: CLOSING	
34. Timeframe: <i>How long is the closing?</i>	
35. Transition: <i>What will you say/do to help students transition into the closing?</i>	

36. CLOSING Teacher Actions, Strategies, and Questions:		CLOSING Student Tasks and Strategies:	

37. Differentiation <i>How will you accommodate students' individual needs based on answer to #9 above (see differentiation toolbox for ideas)</i>	
38. Formative Assessment Strategies <i>How will you know if all students are learning what you think you are teaching DURING the closing? (see toolbox for ideas)</i>	
39. Transition to next instructional activity <i>What will you say/do to help students transition to the next activity that occurs after this lesson?</i>	

Developed By T. Lewis & I. Watts-Politz, 2015