

Lesson Plan Template

All of the following categories should be included in the lesson plan(s) that you submit. The comments are the PPA indicators the various parts address. Some of the language in this lesson plan template is based on the PPA.

Placement within Unit

- Explain how this lesson builds upon content knowledge and skills acquired in previous lessons within the unit.
- Explain how this lesson prepares students to be successful in acquiring content knowledge and skills in subsequent lessons within the unit.

Comment [JM11]: A1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge. (Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).

Background: Why are you teaching what you are teaching in the way you are teaching it?

Drawing upon your knowledge of human development and the results of formal and informal assessments:

- Explain how the chosen teaching strategies and learning activities are appropriate for teaching the lesson's content knowledge and skills.

Given the students for whom this lesson is designed, explain how the chosen teaching strategies and learning activities are appropriate in terms of student age, level of English language proficiency, and range of cognitive abilities.

Comment [JM2]: A2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.

Lesson Objectives

Create a numbered list of *all* specific content knowledge and skills that students will acquire from this lesson. Under each objective, list the content knowledge and skills necessary for students to be successful at achieving these objectives as well as the MA Curriculum Framework standard it addresses. If it is unclear, explain how the objective addresses the framework standard. Use the following sentence stems:

1. As a result of this lesson students will be able to . . .
 - a. In order to be successful, students will need to know . . .
 - b. In order to be successful, students will need to be able to . . .
 - c. This objective is based on MA Curriculum Framework standard . . .

Comment [JM3]: A5. Plans lessons with clear objectives and relevant measurable outcomes.

Comment [JM4]: A4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.

Comment [JM5]: A1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge. (Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).

IEP Objectives addressed within lesson:

Materials and Resources

List all the materials necessary for the lesson including reading materials, community resources, and technology.

Comment [JM6]: A3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.

Comment [JM7]: A6. Draws on resources from colleagues, families, and the community to enhance learning.

Comment [JM8]: A7. Incorporates appropriate technology and media in lesson planning.

Procedures/Activities

Provide a detailed outline of all the steps of the lesson. Be sure to include both the teacher's role and the students' roles. For example, instead of saying: "Students will work in small groups," include how the teacher will group the students, what the teacher will be doing during small group work, what the students will be doing during small group work including any roles that will be assigned, and the product(s) the small groups will produce. Include approximate timing for each step. Below are some considerations for each part of the lesson:

Comment [JM9]: A1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge. (Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).

Beginning

- Make lesson objectives and high standards and expectations clear
- Engage the students
- Connect the lesson to prior knowledge

Middle

- Use a variety of teaching strategies appropriate for the students and the discipline
- Check for understanding before moving on to a new skill or activity
- Address how you will transition between activities
- Provide opportunities for students to rethink and dig deeper into the material
- Connect materials to students' lives and the real world
- Provides opportunities for practice

End

- Summarize the lesson
- Make clear the next steps such as homework
- Connect the lesson to the larger goals of the unit

Assessments

Explain how you will know that the students have met the lesson's objectives including the various level of understanding students may have. Include a copy of the evidence you will use, such as any assessment tools and student products.

Homework

Explain how the homework extends the lesson. This could include an explanation of how the homework provides opportunities for practice, prepares students for the next lesson, and/or provides opportunities to rethink and reflect on the lesson.

Accommodations

Based on information from IEPs and your own knowledge of pedagogy, explain how the lesson design and materials accommodates all students, including students with special needs, students from diverse backgrounds, and students with diverse learning styles. Specifically include how the lesson meets the specified IEP objectives.

Planning, Feedback, and Reflection

Explain how you planned this lesson. If you taught this lesson – either in a real K-12 classroom or in front of your peers – describe the feedback you received and reflect on that feedback. Some questions to consider are: What went according to plan, and what happened that was not planned? What instructional adjustments did you make to respond to what happened? What were important moments during the lesson? Why do you see these as important? What were some of the cues that students gave you about the success/effectiveness of the lesson? What would you keep and what would you do differently next time and why?

Bibliography

Give full references for sources where you found ideas, materials, and the appropriate curriculum frameworks.

Comment [JM10]: B1. Communicates high standards and expectations when beginning the lesson.
a) Makes learning objectives clear to students.
b) Communicates clearly in writing and speaking.
c) Uses engaging ways to begin a new unit of study or lesson.
d) Builds on students' prior knowledge and experience

Comment [JM11]: B2. Communicates high standards and expectations when carrying out the lesson.
a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
c) Demonstrates an adequate knowledge of and approach to the academic content of lessons.

Comment [JM12]: B4. Communicates high standards and expectations when evaluating student learning.
a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

Comment [JM13]: B3. Communicates high standards and expectations when extending and completing the lesson.
a) Assigns homework or practice that furthers student learning and checks it.
b) Provides regular and frequent feedback to students on their progress.
c) Provides many and varied opportunities for students to achieve competence.

Comment [JM14]: A8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.
B1. Encourages all students to believe that effort is a key to achievement.
B2. Works to promote achievement by all students without exception.
B3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.

Comment [JM15]: E6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.

Lesson Plan Rubric

	3 – Exemplary	2 – Promising	1 – Developing	0 – Not Yet
Lesson Plan Placement	Clear explanation of how this lesson builds on previous lessons and prepares for future lessons	Explains how the lesson fits into larger curricular goals.	Describes the larger goals but unclear how this lesson fits within them.	No description of how the lesson fits into larger curricular goals
Learning Objectives	States learning objectives focused on student outcomes and clearly linked to the Frameworks and. Identifies content knowledge and skills necessary for success.	Identifies learning objectives, the Frameworks on which the lesson is based, and the pre-requisites but the link between two or more is not clear.	Lists the learning objectives or the Mass. Curriculum Frameworks.	One or more are missing: learning objectives, pre-requisites, MA Curriculum Frameworks
Background	Insightful explanation of how the content and the activities match the diversity of the students	Explanation considers how both content and activities match the students	Explanation of how the activities fit the content OR the students but not both	No explanation of how the activities fit the content or the students
Materials	Takes advantage of community and technology resources that best match the lesson and the diversity of students	Identifies materials and resources appropriate for lesson and students	Some materials not appropriate	No materials listed
Procedures	Defines clearly both the teacher’s and the pupils’ roles in a detailed, sequential outline in the lesson plan.	Provides an outline for each step in the lesson plan but does not clearly define the teacher and student roles	Presents a general outline of the lesson plan.	Procedures are unclear or not included

Assessment	Discusses how the teacher will use a variety of assessments to determine pupils' mastery of the objectives of the lesson at different levels and includes specific evidence that supports this (samples of student work, bell curve graphic of student performance on a quiz, etc.).	Describes how the teacher will know whether or not the students have met the objectives of the lesson at different levels but does not include any evidence	.Describes how the teacher will know whether or not the students have met the objectives of the lesson but does not indicate the levels of achievement or provide evidence	Lacks evidence demonstrating the use of assessments to ascertain levels of pupil achievement
Homework	Explains clearly how the homework will extend student understanding of content and/or application of skill.	Describes the homework and states how it will add to pupil understanding of content and/or application of skill.	Describes the homework.	No homework described
Accommodations	Describes specific accommodations made for a variety aspects of diversity in the classroom even if the particular class does not exhibit diversity in terms of racial/ethnic/linguistic background.	Describes the accommodations made for the diversity of ability levels in the classroom even if the particular class does not exhibit wide diversity	Describes the accommodations for made for the students in this particular classroom without addressing overall diversity in learner styles.	No accommodations listed