**Lesson Plan Template**

**UNK Teacher Education**

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| **Name: Date/Time:** |
| **Grade Level & Subject:**  **Unit:**  **Lesson:** |

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| **Setting and Assessing Student Learning Outcomes / Knowledge of Resources** | |
| **Context of the Lesson/Unit**  Identify the broader unit that the lesson fits within.  List NE Standards. List ISTE Student Standards or Applied technology used. |  |
| **Learning Objective(s)**  Directly align with standard content and cognitive difficulty. Clear and concise. Valid method of assessment and developmentally appropriate for one lesson. |  |
| **Previous Knowledge/Sequence of Learning**  Plans and practices reflect understanding of prerequisite knowledge. Previous knowledge is specific to lesson plan objectives. Future knowledge identifies objectives related to current objectives. |  |
| **Diagnostic/Pre-Assessment**  Pre-assessment aligns with objectives, data is used to inform decisions. |  |
| **Post (summative) Assessment**  Directly measures mastery of learning objectives and applies all success criteria to evaluate students’ mastery of learning objectives. |  |
| **Learner Background**  Identifies known developmental characteristics/strengths (social, emotional, cognitive, physical, language); individual identity traits (races, ethnicities, nationalities, gender identities/expressions, religions, political affiliations, socio-economic backgrounds, disclosed sexual orientations, and interests); student interests and readiness for learning; multi-language/emergent bilingual needs.  List the name(s) or initials of student(s) and if they have an IEP and or/504 plan.  Applies the learner characteristics throughout lesson sequence. |  |
| **Materials & References**   1. List all materials needed to implement the lesson. 2. Resources are ready-to-use and attached/linked. 3. All adopted or borrowed materials are cited in APA form or N/A. 4. Technology is incorporated to enhance the lesson. |  |

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| **Instructional Plan**  Write out each step of instruction with explicit detail to the extent that another teacher/substitute could implement the plan with minimal assistance. Include step-by-step procedures; questioning/dialogue; and transitions. Provide links and/or attach ALL resources, tools, and assessments implemented throughout the plan. | | | | |
| **Lesson Segment** | **Detailed Sequence of Teaching**  **Formative Assessment**  **(Include Estimated Time Allotted)** | **Differentiation**  Describe specific adjustments to each section below that anticipate student needs. | **Accommodation(s)**  **(IEPs and/or 504 Plans)**  Connect all segments to specific individual student accommodations listed in IEP and/or 504 Plan. | **Formative Assessments**  Specific strategies that evaluate and allow for reflection in progress towards mastery of learning objective(s). |
| **Introduction**  Begins lesson with hook/anticipatory set that engages students in the lesson’s topic. |  |  |  |  |
| Clearly communicates Objective(s) and relevance for objective (s) for application to interest/motivation for future learning.  Develops sequencing of learning experiences that utilizes and assigns available time. |  |  |  |  |
| **Core Instruction**  Intentionally plans and incorporates 3+ means of engagement to optimize learning opportunities (I.e., partner work, pair share, performance tasks, Kagan cooperative learning strategies, Talk Moves, Inquiries).  Sufficient detail to guide instruction with ease.  Provides guided/intentional and varied levels (Bloom’s) of questions. |  |  |  |  |
| **Closure**  States a clear plan for evaluating mastery of learning objective(s). |  |  |  |  |