Lesson Plan Template Resource Guide
UNK Teacher Education

Name: Enter first and last name	**Date/Time:** Enter date and time lesson plan will be implemented OR date submitted to instructor
Grade Level & Subject: Enter grade level and content area of lesson	
Unit: Identify the unit under which this lesson corresponds to.	
Lesson: Enter unique name for lesson for easy identification.	

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.	The context of the lesson includes the NE State standard(s), This section also includes an ISTE standard and indicator that the lesson attends to. Both are required for full credit. Follow underlined links for resources.
Learning Objective(s) Directly align with standard content and cognitive difficulty. Clear and concise. Valid method of assessment and directly appropriate for one lesson.	Learning objectives come from the standards/indicators/goals stated above. They should be written in clear and concise language that outlines the observable and measurable behavior outcome by the end of the lesson. If there is more than one skill, write more than one objective. Make sure these are written to align with the taxonomy of the standard, which should also be reflected in the assessments. Make sure to include the skill rather than the learning tasks. State each student's IEP goals addressed in this lesson. Lumen Learning: Writing Objectives Marzano's (2000) New Taxonomy Revised Bloom's Taxonomy Video on writing objectives/targets from NE state standards.
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.	Connect the learning objective(s) to the previous and future knowledge. If you are beginning a new skill, list the knowledge that students have related to this, AND what they will learn after this lesson. Be specific rather than general. What did the students learn yesterday? What will they learn tomorrow? How does this objective connect to recent and anticipated learning?
Diagnostic/Pre-Assessment Pre-assessment aligns with objectives, data is used to inform decisions.	Describe and include a link to the assessment that you will give students BEFORE instruction to collect data on students' level of mastery of this lesson's objective. This will assess a learner's current knowledge base or skills, which allows the teacher to make sound instructional choices about pacing and differentiation. Often, the diagnostic is the same as, or very similar to, the summative, which allows teachers and students to chart the progress of their learning by comparing performances pre- and post-instruction. This assessment is commonly done in a pre-unit exam or as a warm-up/bellringer. If you intend to do a pre-unit exam that will not be taken during this lesson's sequencing, include the item(s) from that exam that would evaluate students' mastery of this lesson's objective(s). Erie's School District Assessment Definitions

Post/Summative Assessment Directly measures mastery of learning objectives and applies all success criteria to evaluate students' mastery of learning objectives.	Describe and include a link to the assessment tool or strategy that you will give students after instruction to collect data on students' level of mastery of this lesson's objective. This will assess all learning objectives and align with the taxonomy defined in the learning objective. For full credit, you will include in the Lesson Sequence, moments when you explain Success Criteria, as well as at least one opportunity for students to self-assess their progress toward mastering the learning objective(s).
Learner Background Identifies known developmental characteristics/strengths (social, emotional, cognitive, physical, language) Identify individual identity traits (races, ethnicities, nationalities, gender identities/expressions, religions, political affiliations, socio-economic backgrounds, disclosed sexual orientations, and interests). Identify student interests and readiness for learning. Identify multi-language/emergent bilingual needs. List the name(s) or initials of student(s) and if they have an IEP and or/504 plan.	List general and individual developmental characteristics/strengths: social, emotional, physical, cognitive, language. Make sure to include general attributes and specific characteristics of individuals that may impact the way the lesson is taught, especially as they relate to multi-language/emergent bilingual needs. You can use students' initials to identify specific students. K-8 Physical, Socio-emotional, cognitive traits High Schoolers' Developmental Milestones ASHA Speech and Language Resources Identify individual identity traits: races, ethnicities, nationalities, languages, gender identities/expressions, religions, political affiliations, socio-economic backgrounds, and disclosed sexual orientations. Identify student interests and readiness for learning. Get to Know Your Students – Colorín Colorado What Great Teachers Know about their Students - TeachThought University List students by their initials and their corresponding IEP and/or 504 accommodations, especially those relevant to the implementation of this lesson plan. If you are writing a lesson plan that does not correspond with a specific student/group of students, or if you do not have any students with a specific IEP, you can click here for examples of IEPs. Choose a grade-relevant IEP plan and apply information to this lesson, as if that student were in the class/group you are teaching for this lesson. See your course instructor for details and any exceptions.
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.	List all materials that the teacher and the students will use during this lesson. Include the technology or the applied technology that is associated with the ISTE Standard that you designated above. Provide references in APA format for any borrowed sources, including texts, websites/electronic sources, curricula, etc., including the hyperlinks. Include and label hyperlinks to any assessment tools and printable learning tasks/activities.

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 Instruction & Assessment (Include Estimated Time Allotted)	Differentiation Describe specific adjustments to each section below that anticipate student needs.	Accommodations Connect all segments to specific individual student accommodations listed in IEP and/or 504s.	Formative Assessments Specific strategies that evaluate and allow for reflection in progress towards mastery of learning objective(s)..
Introduction Begins with hook/anticipatory set that engages students in the lesson's topic.	List the steps of the anticipatory set or hook that you will use to get students engaged in the topic. You can choose to begin class the way you see fit, however, be sure to include a hook at some point before you begin instruction. (Include estimated time for introduction.)	Click 'Differentiation' above for tips. Include intentional adjustments based on UDL.	List all required accommodations to include identities and lived experiences in this section for each student with an IEP. Use students' initials.	List the diagnostic and/or how you will use information from the hook and the diagnostic to modify the teaching.
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. Provides opportunities for learners to analyze progress of learning objectives.	Clearly states the objective(s). Again, this could come before or after your anticipatory set, but before instruction on new material. This is also a good place to explain any Success Criteria for obtaining mastery of the objectives to the students and the mode of the summative assessment. Be sure to state your plan for administering a diagnostic assessment, even if it occurs as part of a pre-unit test. Make sure to state that and include the item from the diagnostic that evaluates this lesson's learning targets.	List any differentiation approaches to delivering objectives.	List all required accommodations to include identities and lived experiences in this section for each student with an IEP. Use students' initials.	
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,	List the sequence of teaching or write out the anticipated teaching script with enough detail for a substitute teacher to be able to implement the lesson. For full credit, include multiple modes of student engagement. (Include estimated time for core instruction.) Provides guided/intentional and varied levels (Bloom's) of questions that stimulate productive discussion connected to the learning objective(s) Question Stems for Each Level of Bloom's Taxonomy Higher Order Thinking: Bloom's Taxonomy	List differentiation approaches to the sequence of teaching. These should be specific to the tasks of this lesson, rather than generalized. Consider students' interests, readiness, UDL: multiple means of representation/	List all required accommodations to include identities and lived experiences in this section for each student with an IEP. Use students' initials.	Include details of the mode(s) of data collection that will be used to assess progression towards mastery of the learning objectives. How will you understand students' progression of learning and how

Inquiries). Sufficient detail to guide instruction with ease. Provides guided/intentional and varied levels (Bloom's) of questions.		engagement/expression; varied and intentional grouping, etc.		could you adjust instruction based on the data you collect?
Closure States a clear plan for evaluating mastery of learning objective(s) (See Summative Assessment).	Detail the closing sequence including the debrief. The debrief is intended to invite reflection and active processing of the total lesson experience. Look for misconceptions or misunderstandings that can be addressed in the debrief. How will you connect the instruction to the objective(s) and previous/future learning? (Include estimated time for closure.)	List differentiation strategies appropriate for this lesson's closing segment.	List all required assessment accommodations in this section for each student with an IEP. Use students' initials.	