

<b>Teacher Candidate:</b>	<b>Date:</b> <b>Course for which the Lesson is developed:</b>
<b>Subject:</b> <b>Central Focus: (Content of the lesson)</b> <b>Grade Level(s):</b>	<b>Classroom Teacher:</b> <b>Time allotted:</b>

<b>Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards)</b> Each standard should correspond to one or more objective.	<b>Learning Objective(s):</b> <ul style="list-style-type: none"> <li>• What are the students expected to know and/or do in the lesson?</li> <li>• Write out each specific objective to be met by students in the lesson.</li> <li>• You must include an objective for Academic Language demands</li> </ul>	<b>Assessment Tool(s) and Procedures:</b> <ul style="list-style-type: none"> <li>• What will provide evidence that students meet objectives?</li> <li>• Every objective, including Academic Language Demands, must be assessed.</li> </ul>
---	--	--

<b>Pacing (minute markers)</b>	<b>Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)</b>
	<p><b>A. Engage Students: (Diagnostic/Pre-Assessment may be included here.)</b></p> <p><b>B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):</b></p> <p><b>C. Instructional Sequence</b></p> <p><b>Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)</b></p>

Implemented August 2013, revised 5-2017 and adopted by the College of Education.

Adapted from Layzell, D., (2013). *Lesson Plan Model*. Illinois State University; Leland Stanford Junior University (2012) *ed-Teacher Performance Assessment*; Tomlinson, C. (2004) *How to differentiate in mixed ability classrooms*; Worldclass Instructional Design and Assessment (2012) *WIDA 2012 Amplified ELD Standards*.

Lesson Plan Details

Implemented August 2013, revised 5-2017 and adopted by the College of Education.

Adapted from Layzell, D., (2013). *Lesson Plan Model*. Illinois State University; Leland Stanford Junior University (2012) *ed-Teacher Performance Assessment*; Tomlinson, C. (2004) *How to differentiate in mixed ability classrooms*; Worldclass Instructional Design and Assessment (2012) *WIDA 2012 Amplified ELD Standards*.

<b>Instructional Materials:</b>			
<b>Selection and Use of Technology and/or Resources:</b>			
<b>Safety in the Physical Environment:</b>			
<b>Academic Language Demands – the Oral and Written Language used for Academic Purposes in Content Disciplines</b>			
<b>Vocabulary</b>	<b>Function: purpose for which language is used – an active verb (select one)</b>	<b>Syntax (ways to organize words) AND/OR Discourse (talk, write, participate in knowledge construction):</b>	<b>Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports.</b>
<b>Tier 1:</b>			
<b>Tier 2:</b>			
<b>Tier 3:</b>			
<b>Assessment</b>			
<i>(Identify the <b>type(s) of assessment</b> used in this lesson. Explain <b>how it provides evidence</b> that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)</i>			
<p><b>Diagnostic (Pre-):</b> <i>(Formal or Informal)</i></p> <p><b>Formative:</b> <i>(Formal or Informal)</i></p> <p><b>Reflective:</b> <i>(Formal or Informal)</i></p> <p><b>Summative:</b> <i>(Formal or Informal)</i></p>			
<b>Differentiating Instruction</b>			
<p><b>Identify the Element(s) of the Lesson that is Differentiated:</b>    <b>Content    Process    Product</b></p> <p><i>Explain how it is Differentiated for the <b>whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.</b></i></p>			
<p><b>Identify the Student Characteristic that you will use to Differentiate:</b>    <b>Student Readiness    Student Interest    Student Learning Profile</b></p> <p><i>Explain how it is used to Differentiate for the <b>whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.</b></i></p>			
<p><b>Theoretical Principles and/or Research–Based Best Practices in this Lesson</b></p> <p>Why are the learning tasks for this lesson appropriate for your students? Cite a specific theorist and a brief explanation of the theory.</p>			

Implemented August 2013, revised 5-2017 and adopted by the College of Education.

Adapted from Layzell, D., (2013). *Lesson Plan Model*. Illinois State University; Leland Stanford Junior University (2012) *ed-Teacher Performance Assessment*; Tomlinson, C. (2004) *How to differentiate in mixed ability classrooms*; Worldclass Instructional Design and Assessment (2012) *WIDA 2012 Amplified ELD Standards*.

**Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson**

What are common errors or misunderstandings of students related to the central focus of this lesson?

How will you address them for this group of students?

**Analyzing Teaching (Reflection):**  
*To be completed after the lesson is taught*

<p><b>A. Give evidence that the lesson was successful for students meeting the learning objective/s.</b> (at least one example)</p>		
<p><b>B. If you could teach this lesson to the same group of students again, what are <b>two or three things you would do differently</b> to improve the learning of these students based on their varied developmental and academic needs and characteristics? <i>Consider missed opportunities and other aspects of planning, instruction, and/or assessment.</i></b></p>		
<p><b>Clearly state <i>each change</i> you would make.</b></p>	<p><b>Explain <i>why and how</i> you would change it.</b></p>	<p><b>Explain the <i>difference it would make in student learning</i>. Give evidence from your experience in teaching the lesson and from theory/research</b></p>

Implemented August 2013, revised 5-2017 and adopted by the College of Education.

Adapted from Layzell, D., (2013). *Lesson Plan Model*. Illinois State University; Leland Stanford Junior University (2012) *ed-Teacher Performance Assessment*; Tomlinson, C. (2004) *How to differentiate in mixed ability classrooms*; Worldclass Instructional Design and Assessment (2012) *WIDA 2012 Amplified ELD Standards*.

Implemented August 2013, revised 5-2017 and adopted by the College of Education.

Adapted from Layzell, D., (2013). *Lesson Plan Model*. Illinois State University; Leland Stanford Junior University (2012) *ed-Teacher Performance Assessment*; Tomlinson, C. (2004) *How to differentiate in mixed ability classrooms*; Worldclass Instructional Design and Assessment (2012) *WIDA 2012 Amplified ELD Standards*.