# EdTPA General Lesson Plan Template

You will write three sequenced lesson plans. Each lesson plan must be no more than 4 pages in length. Any rationale for decisions or explanations should be included in your Planning Commentary and deleted from your plans.

\*Delete all of the writing in italics as you complete each section

**Lesson # \_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Lesson Goals** |
| **Central Focus:**  *A description of the important understandings and core concepts that you want students to develop within the learning segment.*  **Standards:**  *Please include the* ***number and text*** *of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.* |

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| **Learning Objectives** |
| **Content Objectives:** *When writing objectives for your plans, write objectives that clearly address how students will master the requirements of the corresponding standard and central focus. What will the students know and be able to do by the end of the lesson? (use observable language with measurable verbs)*  **Language Objectives:**  *What language will students be expected to utilize when illustrating their understanding?*  **Key Vocabulary in Lesson:**  **Assessments:** *Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed*. |

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| **Lesson Considerations** |
| **Materials:**  *For students: handouts, previous assignments, tests, etc.*  *For teacher: lecture notes, answer keys, overheads, video, lists of questions, etc.*  **Prior Academic Learning and Prerequisite Skills:**  *List the prior knowledge that students will need to use and build upon to be successful in this lesson.*  **Differentiation:** *When planning you need to consider the needs and starting points of your students, especially those with IEPs, ILPs and 504s.*  **Misconceptions:** *Identify common misconceptions regarding the concepts addressed in this lesson.* |

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| **Lesson Plan Details:** *Write a detailed outline of your class session including**instructional strategies, learning tasks, key questions, key transitions, student supports, assessment strategies, and conclusion. Your outline should be detailed enough that another teacher could understand them well enough to use them. Include what you will do as a teacher and what your students will be doing during each lesson phase. Include a few key time guidelines.* ***Note:*** *The italicized statements are meant to guide your thinking and planning. You do not need to answer them explicitly or address each one in your plan. \*Delete them before typing your lesson outline.* |
| **Lesson Introduction - “Before”:** *Setting the stage, activate and build background knowledge, introduce and explain*  *How will you* ***set a purpose*** *and help students learn why today’s lesson is important to them as readers/writers/learners?*  *How will you* ***pique interest and/or curiosity*** *regarding today’s topic?*  *How will you* ***activate and build*** *on prior knowledge and experiences related to the topic?*  *How will you* ***introduce and explain*** *this strategy/skill so that students will understand the how and why?* |
| **Learning Activities - “During”:** *Active engagement in meaning making, explicit instruction, and practice (you should be checking for understanding throughout the lesson)*  *How will you* ***engage students in active meaning*** *making of key concepts and ideas?*  *How will you* ***model*** *this strategy/skill for your students (exemplars and/or demonstrations)?*  *How will you provide opportunities for* ***guided practice****?*  *How will students* ***independently practice*** *using the strategy and the skill it targets?*  *What* ***planned supports*** *will you use for the whole class, individuals, and/or students with specific learning needs?* |
| **Closure - “After”:** *Restate teaching point, clarify key points, extend ideas, check for understanding*  *How will students* ***share or show what they have learned*** *in this lesson?*  *How will you* ***restate*** *the teaching point**and* ***clarify*** *key concepts?*  *How will you engage students in* ***reflection*** *on how the strategies/skills learned today can be used as readers/writers/learners?*  *How will you provide opportunities to* ***extend ideas*** *and* ***check for understanding****?* |
| **Extension:** *How could you extend this lesson if time permits?*  *What specific extension activity might the students do to* ***continue practicing and building meaning****?* |
| **NOTE: Attach any Relevant handouts, activities, templates, PPT slides, etc. that are referenced and utilized in this lesson.** |

Instructional Plan Template

(detailed explanation for teaching the lesson). You may choose to use the table below for the Lesson Plan Details Section including the Lesson Introduction- “Before”, Lesson Activities- “During”, Closure; “After” and Extension. The test in the second row is an example for you to follow. **If you use this table, remember to delete the entire Lesson Plan details section above because it contains the same information.**

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| |  |  |  | | --- | --- | --- | | **Lesson Introduction - “Before”** | | | |  |  |  | | | |
| **Pacing** | **Teacher Activities** | **Student Activities** |
| *10-15 min.* | *After students complete the Entry Task quiz I will review the problems to make sure students have a basic understanding of the concepts need for the success of this lesson* | *Pre-Assessment: Students will work individually to complete the handout titled: Entry Task/Primer Tarea. After completion students will participate in class discussion to review student response to their handout. Students randomly will be chosen to present their solutions on the whiteboard.* |
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| **Lesson Activities- “During”** | | |
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| **Closure; “After”** | | |
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| **Extension** | | |
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