LESSON PLAN TEMPLATE

1. Lesson Overview

- **Pre-Professional Teacher:** _____

- **School:** _____

- **Cooperating Teacher:** _____

- **Grade & Subject:** _____

- **Lesson Title:** _____

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2. Student & Classroom Profile

- **Class Size:** _____

- **Class Type & Learner Characteristics:** _____

  - **General Education:** Yes ☐ /No ☐

  - **Honors/AP/Magnet:** Yes ☐ / No ☐

    - (Specify: [e.g., Honors English II, AP Biology, STEM Magnet])

  - **ESE Self-Contained:** Yes/ No

  - **English Language Learners (ELLs):** _____

    - Number of ELLs:

    - [WIDA Language Proficiency Levels](): Click or tap here to enter text.

      - [List specific levels, e.g., Entering, Beginning, Developing, Expanding, Bridging, and Reaching]

  - **ESE Students:** _____

    - Number of ESE Students: _____

    - Eligibility & Ability Levels: _____

      - [List specific eligibilities and general ability levels, e.g., Specific Learning Disability - Reading; Autism Spectrum Disorder - High Functioning; grade level performance]

- o **Other Relevant Characteristics:** _____

    - ▪ [e.g., specific interests, significant learning gaps, gifted students, previous knowledge]

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3. Standards & Objectives

- **B.E.S.T. Standards:**

    - o _____

    - o _____

    - o _____

    - o _____

        - ▪ [List specific B.E.S.T. standards addressed, including codes and full descriptions. Use one standard per line for readability.]

        - ▪ Ex: MA.912.AR.1.2: Identify and apply the additive and multiplicative properties of inequalities to solve mathematical and real-world problems.

- **WIDA Standards for ELLs:** [Select all that apply and briefly explain connection.]

    - o ☐ Standard 1: Social and Instructional Language (SI)

    - o ☐ Standard 2: Language Arts (LA)

    - o ☐ Standard 3: Mathematics (MA)

    - o ☐ Standard 4: Science (SC)

    - o ☐ Standard 5: Social Studies (SS)

        - ▪ *Explanation:* _____

            - ▪ [How will ELLs use English for these purposes in this lesson?]

- **Access Points for ESE Students:**

    - o _____

    - o _____

    - o _____

- o _____

    - ▪ [List specific Access Points if applicable, including codes and descriptions.]

- **Learning Objectives:** [State two clear, interdisciplinary, measurable objectives using Bloom's taxonomy and "Students Will Be Able To" (SWBAT) format. Align with B.E.S.T. Standards.]

    - o SWBAT _____

    - o SWBAT _____

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4. Materials & Resources

- **Instructional Resources:** _____

    - o [List all physical materials: textbooks, worksheets, manipulatives, art supplies, etc.]

- **Technology Tools:**

    _____

    - o [List all technology: computers, projectors, specific software, online platforms, apps, etc.]

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5. Lesson Procedure

A. Engage: Entry Event (5-10 minutes)

- _____

    - o [Describe a captivating opening activity that activates prior knowledge and sparks student interest. How will you hook them?]

B. Explore & Explain: Instructional Strategies & Learning Activities

- **Direct Instruction (if applicable):** _____

    - o [When and how will you explicitly teach new concepts, vocabulary, or skills? How will you check for understanding during this phase?]

- **Active Learning (Required):** _____

    - [Describe specific activities where students are actively doing, thinking, or discussing. How will students interact with the content and each other?]

        - *Examples:* Think-Pair-Share, gallery walk, reciprocal teaching, hands-on experiments, simulations.

- **Cooperative Learning (if applicable):** _____

    - [If students work in groups, how will groups be formed? What are their roles? How will interdependence and individual accountability be ensured?]

- **Project-Based Learning (if applicable):** _____

    - [If this is part of a larger project, describe the project's phase within this lesson.]

- **Experiential Learning & Real-World Application (Required):** _____

    - [How will students connect the lesson content to real-world scenarios or apply it in a meaningful, hands-on way?]

C. Elaborate: Differentiation & Support

- **Universal Design for Learning (UDL) Strategies (Required):** _____

    - [How will you provide multiple means of engagement, representation, and action/expression for *all* learners from the start?]

        - *Examples:* Providing choices, using visual aids, offering multiple response formats, clear rubrics, varied text formats.

- **Differentiated Instruction (if applicable):** _____

    - [How will you tailor instruction to meet individual student needs (e.g., struggling learners, gifted learners, specific learning styles)?]

        - *Examples:* Leveled texts, tiered assignments, flexible grouping, supplemental activities for advanced learners, simplified instructions for struggling learners.

- **ELL Support Strategies:**

    _____

    - [List specific strategies you will use to support English Language Learners throughout the lesson.]

- **Examples:** Graphic organizers, visual dictionaries, simplified language, peer support.

- **ESE Accommodations and/or Modifications:** _____

  - [List specific accommodations (how students learn) and/or modifications (what students learn) for ESE students based on IEPs/504s.]

    - **Examples:** Extended time, reduced number of problems, assistive technology, modified assignments.

- **Culturally-Responsive Teaching (if applicable):** _____

  - [How will you make the lesson relevant to students' cultural backgrounds, experiences, and prior knowledge? How will you incorporate diverse perspectives?]

- **Other Teaching Strategies (if applicable):** _____

  - [Any other specific pedagogical approaches used?]

D. Evaluate: Closing Activity & Assessment (5-10 minutes)

- **Closing Activity:**

  _____

  - [Describe a concise activity to recap the lesson, check for understanding, and prepare students for what's next. This could be an exit ticket, quick share-out, or summary.]

- **Formative Assessment:** _____

  - [Describe ongoing, low-stakes methods to check for understanding *during* the lesson and adjust instruction. How will you know if students are learning?]

    - **Examples:** Thumbs up/down, whiteboard responses, quick polls, questioning, observation, informal checks for understanding.

- **Summative Assessment (if applicable for this lesson):** _____

  - [If there's a formal assessment at the end of this specific lesson, describe it. How will you measure attainment of objectives?]

    - **Examples:** Quiz, essay, project, presentation, lab report.

6. 21st Century Competencies & Literacy Integration

- **21st Century Competencies:** _____
    - [Describe how students will demonstrate these skills throughout the lesson.]
        - ☐ **Critical Thinking:** [How will students analyze, evaluate, synthesize information, or solve problems?]
        - ☐ **Collaboration:** [How will students work effectively with others towards a common goal?]
        - ☐ **Creativity:** [How will students generate new ideas, innovate, or express themselves uniquely?]
        - ☐ **Communication:** [How will students effectively convey ideas orally, in writing, or non-verbally?]

- **Integration of Literacy:** _____
    - [Describe how reading, writing, and oral language skills are embedded.]
        - **Reading:** [What reading tasks will students engage in? (e.g., reading texts, articles, instructions, analyzing data visuals)]
        - **Writing:** [What writing tasks will students complete? (e.g., note-taking, short responses, journaling, graphic organizers)]
        - **Oral Language:** [What opportunities will students have to speak and listen? (e.g., discussions, presentations, debates, asking/answering questions)]

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7. Post-Lesson Planning & Reflection

- **Extension Activities:** _____
    - [How will you re-teach, remediate, and enrich after lesson implementation based on student performance?]
        - **Re-Teach:** _____
            - [Strategies for students who did not meet objectives.]
        - **Remediate:** _____
            - [Specific activities or resources for targeted skill gaps.]

- **Enrichment:** _____

    - [Activities for students who mastered objectives and need further challenge.]

- **Reflection:**

_____

  - [Evaluate student learning outcomes and reflect upon your experiences immediately after the lesson. How would you modify this lesson for next time? What went well? What challenges arose and how would you address them?]