

Date of Lesson:

This lesson was **Choose One**

Teacher Candidate:

Subject/Topic:

Grade/Age Group:

Duration of Lesson:

Contextual Background

*Complete this section **ONLY** if you are teaching this lesson in a field placement. Delete this section if not.*

Thinking about your classroom composition, describe your students below by addressing each prompt. When you write your plan, please keep this information in mind & provide accommodations & modifications when appropriate.

of female students -

of male students -

of nonbinary students -

of English Language Learners -

of exceptional students (IEP/504/Gifted) -

Briefly describe each exceptionality -

What conditions might impact the planning and delivery of this lesson?

Why is this lesson appropriate for these students at this time?

How does this lesson fit into the curriculum sequence?

Standard(s) & Objective(s)

After choosing your standards, ensure that you have at least one objective aligned with each standard.

- **Standard(s) or Early Learning Standard(s):** *Include the number and text of each standard being addressed in the order they occur in the instructional delivery. Refer to <http://www.pdesas.org> & <https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/>*

Refer to the PA Standards/PA Early Learning Standards to determine appropriate Big Ideas & Essential Questions.

Standards:

- **Big Idea:**
- **Essential Question:**
- **Objective(s):**

- **Prerequisite Knowledge**

Books, Materials, Technology, & Resources

Vocabulary

Instructional Strategies

The following strategies are utilized during the lesson:

Assessment

Assessment is a process used by teachers and students before, during, and after instruction to provide feedback and to adjust ongoing teaching and learning for improving student achievement. Describe the assessment. Provide a brief description of what information this assessment will provide the teacher. Include student work samples when appropriate. [Appendix B](#)

PreAssessment/Formative	Summative Assessment

Classroom Management/ Child Guidance Plan
<p><i>If you are teaching in a classroom, please describe the classroom management plan. If you are not, briefly describe what procedures you might use during this lesson.</i></p>

Instructional Procedures	
<p><i>Various ways in which the lesson can occur, including learning activities and extensions as a subheading. Extensions are examples of how the content and/or the instructional procedures described in lesson plans may be modified to address the specific needs of other student populations, such as ELLs, students with IEPs, or students who are gifted. Be sure to describe any accommodations or modifications and your plan to differentiate in your plan below.</i></p>	
<p>Physical arrangement: <i>Describe how you will arrange yourself and the students (location in the classroom, seating, groupings)? Explain how the groupings will be determined (i.e. small groups – heterogeneously mixed)</i></p>	
<p>Introduction <i>Engage, Motivate, Explore:</i> <i>Using bullets points, outline the beginning of the lesson to achieve one or more of the following:</i></p> <ul style="list-style-type: none"> <i>Anticipatory Set: How can I relate what I will be teaching to students' prior knowledge? How will I motivate the students to learn? What stories or experiences can I share to promote</i> 	



<p><i>students' understanding?</i></p> <ul style="list-style-type: none">● <i>Engage and build student motivation and interest to learn. Use attention grabbers, bell ringers, visuals, predictions, and anticipatory sets;</i>● <i>Develop students' background knowledge and readiness to learn. Use readiness assessments and anticipation guides;</i>● <i>Connect students' prior knowledge to new content by reviewing concepts presented in a previous lesson (s). Help students link prior knowledge to new knowledge with activities and connections to real life.</i>	
<p style="text-align: center;">Body</p> <p><i>Explain, Extend, Make Connections: This is the heart of the lesson, where key instruction and learning take place.</i></p> <p><i>Using bullet points, outline the plan to teach the body of the lesson.</i></p> <p><i>Such as:</i></p> <ul style="list-style-type: none">● <i>Teaching and learning strategies;</i>● <i>Content and/or skills;</i>● <i>Integration of prior knowledge and new knowledge;</i>● <i>Differentiation of instruction</i>● <i>Student learning activities</i>● <i>Guided practice</i>● <i>Scaffolding and support to ensure the construction of meaning</i>● <i>Independent practice.</i>	<p style="text-align: center;">Steps</p>



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<p style="text-align: center;">Closure</p> <p><i>Evaluate Summarize, Review:</i> <i>Using bullet points, outline the plan to close the lesson by doing one or more of the following:</i></p> <ul style="list-style-type: none"> ● <i>Reviewing content/skills taught;</i> ● <i>Questioning to check for student understanding;</i> ● <i>Summarizing and evaluating;</i> ● <i>Previewing the next lesson(s);</i> ● <i>Assigning homework, if independent practice is needed.</i> 		
<p style="text-align: center;">Extension &/or Remediation</p> <p><i>Describe how you will extend this lesson for students who may finish early.</i> <i>Describe how you will offer additional support for students who may need additional time on this topic.</i></p>		
<p style="text-align: center;">Home/School Connection</p> <p><i>Describe how you will connect this lesson/topic to the home.</i> PreK-4: <i>How will the teacher candidate connect this plan to children's home lives and/or community resources around you?</i> Middle/Secondary: <i>What homework or extensions to the lesson?</i></p>		

Reflection

Answer the questions that pertain to the level of the course for which this lesson is being completed. Please be specific. Your answers should provide a brief explanation of WHAT HAPPENED to prompt this reflection – for example, do not just state “I learned how important it is to be prepared” – you should also state what occurred in the lesson that inspired this reflection.

Only complete the following questions if you did not teach this lesson.

- What did you feel was the strongest part of the lesson? Why?
- How does the lesson specifically promote positive student outcomes?
- If you were to conduct this lesson with students, what do you feel the students would enjoy most? Where do you feel they would be most challenged?
- What are some questions you feel students may have after the lesson and what do you think you could do to provide further exploration, explanation, or examples?

Complete the questions below for lesson plans that are taught during a field placement.

All Education Courses:

- What went well?
- What did I learn about planning and teaching?
- What did my students learn?
- How do I know they learned?
- What changes and/or improvements will I make in an effort to be more effective with this particular group of students?
- If I were to teach this lesson again, what would I keep the same and what would I change and why?



<p>200 & 300 Level Education Courses</p> <ul style="list-style-type: none">• How did I differentiate instruction to meet the needs of my students?<ul style="list-style-type: none">• If I were to teach this lesson again, how could I further differentiate to better meet the needs of the students?	
<p>300 Level Courses ONLY</p> <ul style="list-style-type: none">• What classroom management strategies and techniques did I implement? Were they effective?	



Appendix A

Appendix A should contain all handouts, assessments, or teacher-created items that will be used in this lesson.



Appendix B

Work Samples

Student Work Samples should include the date collected & a brief summary of what you as the teacher learned about the student. Be sure to protect the students' identity by redacting all personal information i.e. name, image, likeness