

Shorter University Lesson Plan

Part I: Lesson Overview	
Name:	Lesson Title:
Subject:	Grade:
Name the central focus of the learning segment:	
Name the learning objectives you have identified that will support the central focus. Objectives should be measurable.	
What academic language is essential for mastery of this content?	
Upon what content knowledge does this lesson build or what prior knowledge might it activate?	
What formal assessment(s) will be used as evidence of student learning?	
GPS:	
21 st Century Skills and/or technology incorporation and goals:	

INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS (for partnerships/placements)

Total students _____ Males _____ Females _____		
Special Needs Students: Category	Number of Students	Accommodations and/or pertinent IEP Objectives
Students with IEPs		
English Language Learners		
Gifted		
504		
Autism or other special needs		

Part II: Instructional Focus
<p>A. Planning Instruction</p> <p>What key activity will you use in which students will explore the concept?</p> <p>How will students use problem solving, analysis, critical thinking, creativity, and/or higher order thinking throughout your lesson?</p>
<p>B. Supporting Diverse Learners</p> <p>How do you plan to differentiate your instruction related to the identified content?</p> <p>How will you engage your students in learning? What will you do/be doing? What will the students be doing?</p> <ul style="list-style-type: none"> • Individually • In Groups

- During whole class instruction

How will you support each of these learners, if applicable?

- Students with IEPs (Individualized Educational Plans)
- Students with 504 plans
- English language learners
- Struggling readers
- Gifted students
- Underperforming students or those with gaps in prior knowledge

C. Planning Assessment (Please attach copies of assessments to be used.)

How will you know your students are learning the content? How will you know the standards and objectives have been addressed?

How will you plan to gauge/track student achievement for:

- the class
- purposefully grouped student groups
- individuals

What samples of students' work will be generated by the lesson?

D. Learning Theories

What specific learning theories guided your instructional choices? How are they applicable to your lesson?

E. References and Resources

Part III. Lesson Outline

Use this section to detail a step-by-step flow of your lesson with estimates of the amount of time needed in each component. Be sure to include key questions you will ask and specific problems you might pose. Address each of the following questions throughout your lesson:

- How do you plan to capture students' attention related to the content?
- What will you have the students do after you introduce the lesson to learn the standards?
- What questions will you ask to promote higher level thinking?
- What strategies will you plan to use to ensure that your students have opportunities to use the academic language associated with this content and vocabulary? What language supports will you offer?
- How will you close your lesson?

*Attach or paste any assignments and/or handouts to this document.

Part IV. Post Instruction Reflection (complete this section after teaching the lesson).

Implementation. What improvements and changes would you make and why? What went well and why? What didn't work well and why?

Learning Theories. To what degree did the implementation of your lesson plan activities utilize the learning theories which framed your plan?

Assessment Data. What information about student understanding did you learn from your assessment(s)? Use the assessments and create a chart to analyze student learning across the class. Attach or paste your chart and write a quick summary of what students learned or potential misunderstandings and how you are drawing these conclusions.