**LESSON PLAN TEMPLATE FOR STUDENT TEACHING**

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| SUBJECT/CONTENT AREA: Date: |
| UNIT/THEME: |
| GLE'S/PERFORMANCE EXPECTATIONS: |
| OBJECTIVE(S): 3 parts: 1) skill or knowledge to be learned, 2) activity to learn, 3) performance |
| KID FRIENDLY OBJECTIVE (KFO): Today I will . . . . |
| MATERIALS NEEDED: |
| ACADEMIC LANGUAGE:   * Vocabulary: * Text Structures: * Cognitive (Thinking) Task(s): |
| STRATEGIES USED TO SUPPORT ACADEMIC LANGUAGE: (Use SDAIE/Sheltered English list) |
| ACCOMMODATIONS: (strategies to accommodate different learners: ELL, cultural differences, 4 quadrants/learning styles) |
| PROCEDURES:   1. Write KFO and Agenda on board: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Orally review objective and Agenda 3. Mechanism for students to state obj in own words 4. Mechanism for how students will state WHY the learning task is important and/or connected to prior learning, and/or will lead to next step in learning process |
| STUDENT SELF ASSESSMENT (STUDENT VOICE):   * Attach the student self-assessment handout you will use. Or, for primary, anecdotal record keeping chart   These are the generic categories of questions that you need to contextualize to the content of your lessons for the students.   * What was the learning target? * Why are you learning this? * How is this tied to previous learning? * How well did you meet the target? * How are you being evaluated? * What strategies or resources are available to you? |
| POST-ASSESSMENT (formative or summative)   * Attach assignment directions, test, quiz, rubrics, etc. |
| POST LESSON REFLECTION: |

* Expand the chart as necessary to make room for complete listing of information in each section.