

Note: This document is a template in MSWord. As you type into the form, it will expand to accommodate what you have written

To be completed by the Student Teacher; a copy of the plan should be provided to Cooperating Teacher and/or University Supervisor prior to lesson implementation.

Eastern Connecticut State University Lesson Plan Format

Adopted from the Connecticut State Department of Education

Student Teacher _____ Grade Level _____ Date of lesson _____

Institution _____ Length of lesson _____

Content Standards: Identify one or two **primary** local, state **or** national curricular standards this lesson is designed to help students attain. How will the learning tasks lead students to attain the identified standards?

Prior Knowledge/Connections: Describe the students' prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students' previous performance in this content area or skill impact your planning for this lesson?

Student Learning Objective(s): Identify specific and measurable learning objectives for this lesson.

Vocabulary: Identify essential terminology to be used during instruction.

Assessment-Essential Key Question: State essential key question(s) and identify Informal, Formal Formative and Summative Assessment that will be used during the lesson.

How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Materials/Resources: List the materials you will use in each learning activity.

Technological resources: List the technology resources that you will use in this lesson.

Learning Activities:

Identify the instructional and strategies and instructional grouping (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

Instructional Strategies:

Grouping Strategies:

Initiation: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning, and why this is important)

Lesson Procedures: Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

Closure: Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives). **To be completed by the Student Teacher; a copy of the plan should be provided to Cooperating Teacher and/or University Supervisor prior to lesson implementation.**

Intervention: Describe intervention strategies used for students who require accommodations to their instruction.

Enrichment: Describe strategies used for students who benefit from unique challenges in the classroom curriculum.

Reflection: Identify areas of strength and areas for improvement.

Notes from the pre-conference: