

Teacher:
Subject Area:

Date:
Lesson Topic:

Grade level:
Lesson Duration:

Lesson Plan Outline

Create the lesson plan below following the **Backward Design** process.

1. Establish learning goals for your students - How do you want your students to be different when they leave your class?
 - Enduring Understanding(s): *What deep conceptual understanding will students work towards during this lesson?*
 - Objective(s): *What will students know and be able to do at the end of the lesson?*
 - Standards: *New York State Core Process and Content Performance Indicators*
 - Essential Question(s): *What question(s) will students explore during this lesson to develop deep understanding of the topic?*
2. Assessments: Decide how you will assess your students.- How will you know if they met your goals?
 - Be sure to indicate the level of performance needed to demonstrate success;
 - Be sure the assessment relates to the lesson objective
 - Include the assessment tool in your plan
 - Formative Assessment(s):
 - Summative Assessment(s):
3. Decide what you and the students do during the lesson, including the instructional model you will implement. What will the students do in order to meet your goals?
 - Content Outline: What is the conceptual & factual information and vocabulary that the students will encounter in this lesson
 - What instructional model will you use?
 - Indicate the Instructional Model to be used e.g., Learning Cycle/5Es, Inquiry, Workshop, Direct Instruction, SIOP, Madeline Hunter, etc
4. Once you decide on the instructional model to be used in this lesson, outline the procedures that are specific to the model you have chosen, think about the following; be sure to embed these into the lesson:
 - How will you begin your lesson? (Anticipatory event?, Bridging Previous Learning, Accessing background knowledge, Connections, Linking to other curricula areas, mini-lesson, etc.)
 - How will lesson be taught? (Modeled, Guided, Pairs, small group, conference, etc)
 - What is the level of prior knowledge?
 - Procedures for students and teacher with time approximations:
 - How will you provide for accommodations for diverse learners?
 - How will you provide extensions for independent learning?
 - What level of questions will you use?
 - How will you encourage higher order thinking throughout the lesson?
 - How will you check for understanding?

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Objective(s):

Assessments: Formative and Summative:

Time How long will each component take?	Student Activity What will <i>students</i> do at each time frame? This includes what groups will be formed, which students will answer questions, what students are doing during whole class instruction, etc?	Teacher Activity What will <i>you</i> do at each time frame? This includes what questions you will ask, what points you will make during direct instruction, how will you incorporate higher level thinking, what you will do as students work in groups, etc	Accommodations: How will you meet the needs of diverse learners, e.g. ELL students, gifted students, Special Education students, etc.?	Materials/Preparation What do you need to have in the class and what do you need to do before this activity?

Reflection/Lesson Evaluation Questions: Your reflection will be evaluated based on the content and the quality of your writing:

Self-assess the results of your lesson and identify what revisions would have improved the lesson. Were you satisfied with student outcomes and performance? Based on the student outcomes, what will you do in the next or follow up lesson? Please write this on a separate page