

LESSON PLAN TEMPLATE

Unit Theme/Subject/Grade Level		Procedures and Behavior Management Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals
Date/Length of Time		
Essential Vocabulary		
Materials/Technology Needed		
Utah State Core Standard		
Content Objective	I can...	
Language Objective (reading, writing, speaking, listening)	I will...	
Scaffolding for ALL Learners/Engagement Strategies		
Grouping Types: circle the grouping seen in the lesson	partners small group whole class stations individual	
LESSON SEQUENCE		
Starter/Anticipatory Set	What the teacher does: What the student does:	
MODELING: (I DO) (teacher will introduce/review the new knowledge and skill and how it will lead the students to understanding) Checking for understanding	What the teacher does: Questions to Ask What the student does:	
Guided Practice (WE DO) (students will have to apply the use of the new knowledge and skills while guided by teacher direction) Checking for understanding	What the teacher does: Questions to Ask What the student does:	
Partner Practice (Y'ALL DO) (students will have to practice the new knowledge and skills with a partner or small group)	What the teacher does: What the student does:	
(YOU DO) (student will have to be individually accountable for new knowledge and skills and movement toward understanding) Checking for understanding	What the teacher does: What the student does:	

<p>ASSESSMENT</p> <p>How will the teacher know the instructional objective was met?</p>	<p>What the teacher does:</p> <p>What the student does:</p>	
<p>RETEACH/ENRICHMENT</p> <ul style="list-style-type: none"> • What will I do for the students who are struggling to meet target? • What will I do for the students who have met the target? 	<p>Tier 2:</p> <p>Enrichment:</p>	
<p>CLOSURE</p> <p>Teachers will connect lesson back to objectives.</p>	<p>What the teacher does:</p> <p>What the student does:</p>	

Lesson Plan Reflection Questions - Domain 4 - Professional Responsibilities - Evaluating and refining educational practices on an on-going basis, and engaging in annual self-reflection and evaluation of personal educational practices.

Was the instructional objective Met? How do I know students learned what was intended?

Were students productively engaged? How do I know?

Did I alter my instructional plan as I taught the lesson? How and Why?

If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?

Are my students ready to “move on”? If yes, how do I know? If not, what adjustments/re-teaching do I need to make to ensure student understanding?
How did I assess during each part of the lesson?

Domain 4 A - Professional Responsibilities - Seeking out opportunities for professional learning, and applying professional learning to individual educational settings.
Do I need additional staff development on any area of instructional planning? If so, what?