

College of Education

Lesson Plan Template



| DANIELSON LESSON PLAN | |
|---|--|
| Teacher: | Date: |
| Subject: | Grade Level: |
| Unit: | Lesson Title: |
| Number of Students: | Teaching Team (<i>if applicable</i>): |
| Does this lesson integrate IEFA? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe: | Does this lesson incorporate technology? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe: |
| Content Standard(s) and/or Common Core Learning Standards: (1c*) Use the numeric/alphabetic citation of the standard, title-if applicable, standard description. | |
| Instructional Outcomes (Objectives): (1c) What will students know and be able to do as a result of this lesson? Be sure this is feasible, measurable, and aligned with the content standard(s). Align with standard(s) and assessment(s). | |
| Assessment (Formative or Summative): (1f) Describe what is being assessed in this lesson, how is it being assessed, and what criteria you are using to measure student proficiency. Consider the use of appropriate technology. Align with standard(s) and instructional outcome(s). | |
| Relationship to Unit Structure: (1a,e) How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence? | |

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Relevance to Students: (1b) How is this lesson relevant to the students in the class?

Differentiation Plan: (1b) Describe how the content, processes, products, and/or classroom environment will need to be differentiated in this specific lesson.

Methods and Instructional Strategies (1a)

Prerequisites for Learning and Pre-Assessment: (1b,f): List all key concepts, skills, and terminology the students know/can do and that are necessary for them to understand the concepts and content of this lesson. Describe pre-assessments conducted to inform in this plan.

Instructional Sequence: The procedures should clearly describe the sequence of teaching and learning activities and include all necessary materials/technology. Break it down task by task.

| Estimated Time | Instructional Procedures/Activities/Assessments (1a,e,f) | Resources (1d; 2e) | Classroom Management/Grouping Strategies (2c) |
|--|--|--------------------|---|
| Introduction | | | |
| | <i>Transition into the lesson:</i> | | |
| | <i>Introduction (hook activities, activate prior knowledge, review objectives/agenda/expectations)</i> | | |
| Lesson Sequence (include clear task analysis and transitions) | | | |
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|---|--|--------------------|---|
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| | | | |
| Closure (review the instructional outcome of the lesson and link it to future learning) | | | |
| | | | |
| <p>Reflections: (3d, e; 4a) Describe what you learned from examining assessment results for this lesson using Rolfe's Reflective Model:</p> <p>WHAT – What do the assessment results tell you about student learning and achievement in this lesson? What aspects of the lesson planning and delivery affected student achievement?</p> <p>SO WHAT – Why are the aspects you identified in the WHAT question important to student learning and achievement?</p> <p>NOW WHAT – What will you do or change in your future teaching (e.g., next lesson) based on this reflection? Be specific, use examples.</p> | | | |

*Components from the Charlotte Danielson's Framework for Teaching