**University of Illinois at Chicago’’s College of Education**

**BA in Urban Elementary education--*Lesson Plan Template***

The following pages provide you with tools for lesson planning. It is very important that as you formulate your plan(s), you keep at hand [and in mind] the *guiding questions* that pertain to each of the section/planning areas (*I, II, III, & IV*) below. Although there is a separate section in the ***edTPA*** commentaries for similar responses, you can strategically embed this information in places throughout the lesson plan where you feel they are relevant and appropriate.

Additionally, it is important that you think about planning the lesson(s) in terms of: a) its alignment to a particular content discipline and grade level; b) how the purpose of the lesson impacts the various strategies, skills, materials, and assessment tools; and c) the performance indicators listed in the **Illinois Professional Teaching Standards**, specifically, Standard 3—*Planning for Differentiated Instruction*

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Candidate: |  | Date Taught: |  |
| Cooperating Teacher: |  | School / District: |  |
| Grade: |  | Field Supervisor: |  |
| Unit / Subject: |  | | |
| Lesson Title / Focus: |  | | |

|  |
| --- |
| **I. Lesson Rationale (Why?)** |
| **Learning Goals and Focus (What students will be able to do):** |
| **Common Core State Standards:** |
| **How this lesson connects to students’ cultural, personal, and/or academic backgrounds:** |
| **How you are differentiating this lesson to accommodate different learning needs, styles, etc.:** |
| ***Targeted Academic Language Function (e.g. identifying main idea, recording multiple ways to solve problems)*:**  ***Targeted Academic Language Demands (Vocabulary- every day, general subject specific words, and subject specific word meanings/ Syntax- organizing words and phrases into structures- graphs, sentences, formulae):*** |

|  |
| --- |
| **II. Instructional Strategies and Learning Tasks (How?)**   * **Align with learning focus and state standards** * **Align with student learning needs of individuals and whole class** * **Specify differentiation approaches that will be used** * **Align with student academic development, social/emotional development, experiences and/or interests** * **Align with the language demands of this lesson** * **Create a progression of learning through which students can monitor their own progress toward the learning focus** |

|  |  |
| --- | --- |
| *Time*  *[Estimate time to complete each activity]* | * ***Learning Activities****-* What learning activities do you have planned for the students? Describe what may transpire during the scaffolding of the lesson. How will you “hook” the students into the lesson? How will you model, and provide opportunities for guided, shared, and independent practice? * ***Include Questions Posed****: What questions do you want to ask of the students, and what do you anticipate they will ask /raise as their own questions and answers?* |
|  |  |

|  |
| --- |
| **III. Assessment (How do you know?)**   * **Assess learning (product and/or process) *during* lesson** * **Encourage students to self-assess their own learning** * **Assess learning (product and/or process) at *end* of lesson** * **Identify next steps/future lessons based on assessment data** |
| ***Formative Assessment:*** |
| ***Summative Assessment:*** |

|  |
| --- |
| **IV. Instructional Materials, Resources, and Technology (What)**   * *What materials will you need in order to teach this lesson?* * *What materials will students need?* |
|  |