**Department of Teacher Education Lesson Plan**

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade & Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LESSON ALIGNMENT**

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| **Essential Unit Concept(s) -** |
| **Georgia Standards of Excellence -** |
| **Learning Target(s) -** |
| **Assessment(s)** - Identify as formative or summative assessment. |

**ACTIVATING SCHEMA:** Sections A-C are designed to ensure students better understand new material by activating their prior knowledge and clarifying misconceptions. Complete prior to developing the learning sequence as it will guide you in designing a relevant and accessible lesson for all students.

**A: KNOWLEDGE OF STUDENTS –** Indicate how your knowledge of students informs instructional planning to provide differentiation that supports students’ varied learning needs.

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| **Readiness -** Explain how students’ readiness levels impact instructional planning. This may include prior academic learning, prerequisite skills, specific learning needs, assessment data, or addressing misconceptions, etc. |
| **Interests -** Explain how students’ interests are addressed in this lesson. This may include allowing choice in assignments, changing the text selection, etc. |
| **Student Perspectives-** Explain how you will engage students’ multiple perspectives by using senses and various representations in the lesson. |

**B: SUPPORTING ALL STUDENTS’ LEARNING/ DIFFERENTIATED INSTRUCTION**

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| Describe adjustments made to support all students **in this lesson.** (e.g.,Special Education, EIP, IEP, Gifted, RTI, 504, ESOL, Speech, Less-proficient Learners, etc.) |

**C: CONNECTIONS: List here and include in the “Instruction and Work” section. Complete all three areas.**

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| *Prior Learning:* |
| *Students’ Life Experiences:* |
| *Other Content Areas:* |

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| **DAILY PLANNER: Sequence / Plan for Instructional Activities**   |  |  |  | | --- | --- | --- | | Agenda (Consider Opening/Work/Closing sessions) | Approx. Time | Grouping |   **LEARNING SEQUENCE** |
| **Management Routine:** This may include relevant **warm-up activities**, etc. **(May not be applicable for ELED**) |
| **Opening/Activating Strategy –** This is your **attention getter to engage** the students and give an overview of the concept. |
| **Instruction and Work Session –** Write the sequential steps, using numbers or bullets, that you are using to teach this lesson. Explicitly weave in **transitions, connections**, **key vocabulary**, **critical** **questions,** and **assessments** throughout the lesson. This may include assessments. |
| **Closing/Lesson Wrap-Up –** Describe how you will bring closure to the lesson. This may include assessments, review of learning target, connections, etc. |

**RESOURCES**

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| **Student Use of Technology –** List how **students** in the classroom will utilize technology for engagement and learning OR justify why **students** will not be using technology in this lesson. |
| **Key Instructional Materials -** List and attach materials as needed. Include items such as technology, apps, handouts, books, assignment, slides, etc. Cite sources you use. |

**I have read and approved this lesson plan.**

**Mentor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_**