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| **Instructor:** | | | **Subject Area:** | **Grade:** | **Date:** |
| **Information about the Lesson**  Complete each section below to provide the background information about the lesson. Use italicized prompts as a guide but do not answer each separately and explicitly. Type the background information in each section **below** the dotted line. | | | | | |
| **Central Focus & Context/Rationale:**   * *Describe the big idea or the central focus of the lesson*. * *Explain why this lesson is taught when it is in the curriculum and use research and theory to explain why it is being taught the way it is planned.* | | | | | |
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| **Learning Objective(s)**   * *Using observable language with measurable verbs, identify what students will know and/or be able to do by the end of the lesson.* | | | | | |
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| **Guiding Question**   * *List the guiding question that frames this lesson.* | | | | | |
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| **Materials Needed:**   * *List (as if writing for a sub) the materials needed for this lesson.* | | | | | |
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| **Misconceptions:**   * *Identify common misconceptions you anticipate students may have prior to the lesson about the concepts addressed in this lesson.* | | | | | |
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| **Prior Academic Learning and Prerequisite Skills:**   * *List the prior knowledge and skills that you anticipate students to have and need to be successful in the lesson.* | | | | | |
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| **MN Content Standard(s):**   * *List all standards addressed within the content of this lesson.* | | | | | |
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| **Lesson Plan Details**   * Provide a detailed description of what the teacher and students do to complete the lesson objectives written in **outline/bullet-point** format. * Include instructional strategies, learning tasks, key questions, transitions, student support, student grouping, and **assessment (informal and formal) strategies throughout the lesson**. * The italicized prompts are reminders of what qualities should exist in these plans. Do **not** answer each prompt as if it is a question. | | | | | |
| **Lesson Introduction:** *This is the “****consider****” phase which sets the stage, engages the learner while activating prior knowledge and experiences. Make sure your plan accounts for these aspects of a constructivist lesson:*   * *Sets purpose and piques curiosity through the use of prompts and/or guiding questions.* * *Activates and assesses student prior knowledge and/or experiences.* * *Introduces and explains the learning task.* | | | | | |
| Minutes | | Description of Activity | | | |
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| **Learning Activities:** *This is the “****construct****” phase when students build on prior knowledge and experiences thus building new knowledge and skills through new learning experiences. Make sure your plan accounts for these aspects of a constructivist lesson:*   * *Students are actively engaged with the content knowledge/skills to make meaning as the lesson is relevant to the student’s personal experiences, cultural background, or where they live (called community assets in Ed-TPA).* * *Models skills and allows for practice of skills.* * *Students engaged with one another to explore the topic.* * *Supports a variety of learners.* | | | | | |
| Minutes | Description of Activities | | | | |
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| **Lesson Conclusion:** *This is the “****confirm****” phase when students complete informal and/or formal assessments that require them to reflect on what was learned, compare new knowledge and skills to prior knowledge, correct misconceptions, and check for understanding. Make sure your plan accounts for these aspects of a constructivist lesson:*   * *Students show and share what they have learned with you and other students.* * *Students compare new experience to prior knowledge and experiences.* * *Students correct any misconceptions.* * *Students extend ideas and check for understanding.* | | | | | |
| Minutes | | Description of Activities | | | |
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| **Assessment**   * Write a **narrative** that explains the choice of, and how different assessment strategies were used in the lesson activities above. * Include all forms of assessment used, both informal and formal formative and summative (if applicable). Use the italicized statements/questions to guide the writing of the assessment utilized throughout the lesson. * Do not answer each separately and explicitly. * Type your narrative below the dotted line to reduce length of document. * Each assessment strategy described below should be readily identifiable as to how it is implemented in the “Lesson” sections above. | | | | | |
| **Assessment Strategies**   * *Describe the assessment strategies and attach copies of appropriate materials.* * *Identify individual assessments as individual, small group, or whole class.* * *Describe how the assessments each align to the objective(s).* * *Identify the kind of evidence that is collected for each assessment strategy and how it is collected.* * *Describe how students will be provided feedback based on the assessment strategy.* | | | | | |
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| **Academic Language**   * Write a short **narrative** for each section below that explains the two components of academic language. * Be sure that these align to the lesson objectives, activities and assessments used.   Complete each section below the dotted line. | | | | | |
| **Language Demand:**   * *Identify new content vocabulary and any non-content vocabulary used in this lesson.* * *Describe the syntax (written) and/or discourse (oral) language demands students will need to understand to properly learn and use vocabulary and/or concepts to complete the learning task and/or demonstrate their understanding.* | | | | | |
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| **Language Function:**   * *Describe one language function essential for students to meet the learning objectives. Sample language functions are: analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, and summarize.* * *How and where will students use this language function?* | | | | | |
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| **Differentiation**   * Write a short **narrative** for each section below that explains the supports targeted to the subgroups and individual learners within the class so that all of your students have the best opportunity for success. * Complete each section below the dotted line. | | | | | |
| **Building on Personal/Cultural/Community Assets:**   * *Explain how the lesson allows students to link new learning to prior academic learning and personal/cultural/community assets.* | | | | | |
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| **Grouping Students**   * *Describe how and why students will be divided into groups, or why they will be working individually.* | | | | | |
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| **Planned Supports**   * *Describe the targeted supports used to allow diverse learners to meet lesson objectives and the academic language demands and function.* | | | | | |
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| **Citations**: | | | | | |
| * *List any sources used for the lesson idea or activity?* * *What research, researchers, and/or theories could be used to support the content or methodology of the lesson?* | | | | | |
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