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| **Instructor:** | | | **Subject Area:** | **Grade:** | **Date:** |
| **Lesson Plan Title:** | | | | | |
| **Central Focus**   * *Describe the big idea or the central focus and overall purpose of the lesson*. * *Identify the guiding question from the unit plan (if used).*   (UDL & edTPA crosswalk: UDL Guidelines: 7.2, 8.1)\* | | | | | |
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| **Meeting Students Where They Are**   * *Identify common misconceptions you anticipate students may have about this concept prior to the lesson.* * *List prior knowledge and skills you expect students to have coming into the lesson.*   (UDL & edTPA crosswalk: UDL Guidelines 7.2, 7.3, 9.2; edTPA rubrics 1, 6)\* | | | | | |
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| **MN Content Standard(s):**   * *List all standards (if any) addressed within the content of this lesson* | | | | | |
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| **Learning Objective(s)/Assessment:**   * *Using observable language with measurable verbs, identify what students will know, do, or understand by the end of the lesson.* ***Do not*** *use “know” or “understand” as the primary verb in your objective.* * *Self-monitoring: How will students know if they are learning what they are supposed to be learning? How will you know?*   (UDL & edTPA crosswalk: UDL Guidelines 8.1, 8.4, 9.1, 9.3; edTPA rubrics 5, 11)\* | | | | | |
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| **Materials Needed:**   * *List (as if writing for a sub) the materials needed for this lesson.*   (UDL & edTPA crosswalk: UDL Guideline 8.2) | | | | | |
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| **Lesson Introduction:** *This is the “****consider****” phase which sets the stage, engages the learner while activating prior knowledge, experiences or relevant context. 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.*   (UDL & edTPA crosswalk: UDL Guideline 3.1; edTPA rubric 7)\* | | | | | |
| 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.*   (UDL & edTPA crosswalk: UDL Guidelines 7.1, 3.2, 3.3, 3.4, 4.1, 5.3; edTPA rubrics 1, 8, 9)\* | | | | | |
| 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.*   (UDL & edTPA crosswalk: UDL Guidelines 9.1, 9.3, 9.4; edTPA rubric 8)\* | | | | | |
| Minutes | | Description of Activities | | | |
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| **Citations:**   * *List any sources used for the lesson idea or activity?* | | | | | |
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**\***Crosswalk sources: edTPA handbooks & <https://udlguidelines.cast.org/>