

Lesson Plan Template for PK-4 General Education

Directions: Use this template for all formal observations by your field supervisor, as well as for any other times you are asked to use the Pitt lesson plan. Be sure to attach any and all assessment tools, worksheets, or other materials.

Note: Practiced teachers plan using a backward design process. This includes first determining the goals, assessment, and assessment evidence for the lesson, carefully considering students' needs, interests, and resources, and then designing lesson activities that guide the students towards these goals. However, planning is also an iterative process. This includes modifying various components as you plan in order to strengthen each part and to strengthen the coherence of the overall lesson. Thus, we hope that you will use this template in its entirety, flexibly moving across sections to develop and finalize your plan.

Teaching Candidate and Classroom Information

<i>Candidate Name:</i>		<i>Date of lesson:</i>	
<i>Grade and Core Content Area for Lesson:</i>		<i>School:</i>	

Relevant Standards Guiding the Lesson

<i>Content Standard(s):</i>	
<i>Culturally Relevant Standard(s):</i>	
<i>Structured Literacy Standard(s):</i>	

Lesson Goals, Learner Description, and Rationale

<i>Lesson Objectives:</i>	<i>Rationale and Background</i>
	These lesson goals are important to my students' learning because...

	<p>This lesson fits within a larger unit or sequence of learning experiences because...</p> <p>The lesson goals connect to my students' identities and backgrounds by...</p>
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Assessment

<p><i>How will you assess students' learning, using formative and/or summative assessments? How will this inform subsequent lessons?</i></p>	
<p><i>How are you using results of previous assessments to plan this lesson?</i></p>	

Reflection in Preparation for Teaching

<p><i>How have you considered your students' needs, preferences, identities, and resources? Please give specifics where appropriate for individual students.</i></p>	
<p><i>How have you considered your use of language? What forms of linguistic scaffolding</i></p>	

<i>will you include? What key questions will you ask, and how will you phrase them?</i>	
<i>How have you considered your students' literacies? How will you support their meaning making with texts and their production of texts?</i>	

Instructional Plan	
<i>Resources and Materials:</i>	
<i>Lesson Sequence (list and explain launch, activities, and closing; include approximate number of minutes per activity and the type of grouping (individual, small group, whole group) for each activity):</i>	<p>Launch</p> <p>Activity Sequence</p> <p>Closure</p>
<i>Plan for Differentiation:</i>	

Post-Lesson Reflection	
<i>To what degree were the lessons goals achieved? How did the lesson</i>	

<i>connect with student identities/needs?</i>	
<i>How does the level of achievement inform my practice?</i>	
<i>What modifications do I need to make for my next lesson?</i>	