Directions: Use the annotations below to complete each section of the lesson plan. The annotations describe what is needed in each section. Complete all sections in bold print. **Delete** the blue text after completion.

**Teacher Candidate: Lesson Date:**

**Subject/Content/Grade: Lesson Time (start/end):**

**Florida Standard(s):**

Your classroom teacher will point you to the appropriate standard(s) and/or visit CPalms: <https://www.cpalms.org/public/search/Standard>

**Learning Objective/Outcome:**

A learning objective may contain four (4) parts: the **A**udience; the **B**ehaviors or skills to be learned and measured; the **C**ondition under which the learner should demonstrate a particular skill; and the **D**egree of proficiency.

Example: *Given a map of the United States* (Condition)*, students* (Audience) *will identify* (Behavior) *state capitals with 90% accuracy* (Degree of proficiency)*.*

**Formative Assessments:**

Using guided and independent practice, formative assessments inform the teacher of student progress toward mastery of the learning objective/outcome. Examples: worksheet, response cards, quiz, exit cards, observation checklist, questioning, KWL chart, product, Kagan strategies, etc...

**Summative Assessment:**

Every lesson taught is part of a larger unit or chapter, which will include a summative assessment. This would be the last assessment in the series of lessons or at the end of a course/school year. Examples include a chapter/unit test, spelling test, large project, high-stakes testing, etc…Ask your classroom teacher what the summative assessment will be for this lesson [and when it will be given].

**Materials:**

List any materials that students will have in their hands to advance learning. List demonstration items you will have, demonstrate, or have students view.

**Technology Integration:**

Indicate what technologies will be employed and for what purpose.

**Instructional Strategies to Support Diverse Learners:**

Consider the needs of students in your class. List the specific strategy to be used in the lesson to address individual student needs, next to the abbreviation below. In addition, cite the instructional strategies by placing the abbreviation of the strategy used, in parentheses, after each example in your lesson presentation/script.

**ACC:** IEP/504 Plan accommodations

**ELL:** Language support

**LP:** Learning preferences

**DI:** Differentiation (content, process, product)

**CR:** Cultural Responsiveness

**UDL:** Universal Design for Learning

**Lesson Presentation:**

Your lesson design must include the six components listed below.

Script all components of the direct instruction including questions, directions, and transitions.

1. **Introduction**
	1. Focus student attention
	2. Pique their interest with a “hook” and activate prior knowledge
	3. State the objective
	4. State behavioral expectations
2. **Instruction**
	1. Teach skills, concepts, content, vocabulary, etc. to master learning objective/outcome
	2. Include instructional strategies to support diverse learners
3. **Modeling**
	1. Demonstrate the process of the expected learning
	2. Use materials presented to show examples of what the end product will look like
	3. “I do”
4. **Guided Practice**
	1. Check for understanding by having each student demonstrate grasp of new information by working through an activity or exercise under the teacher’s direct supervision
	2. “We do”
5. **Independent Practice**
	1. Allow students to demonstrate learning independently offering assistance when necessary
	2. “You do”
6. **Closure**
	1. Summarize and reinforce the learning objective/outcome
	2. Help students make sense of their learning
	3. Give clear directions/expectations for transitioning to the next scheduled activity

**Reflections**

To be completed after the lesson.

1. **General Reflection –** Overall, how do you feel the lesson went and why?
2. **Behavior Management –** Describe the student behaviors and your reactions during the lesson. What would you do differently if you taught the lesson again?
3. **Student Engagement –** Describe student engagement throughout the lesson. What did you observe that tells you that they were focused on the lesson, what behaviors indicate student engagement, what part of the plan were they most/least engaged and why?
4. **Student Learning –** Based upon the formative assessments, describe the student learning that took place and what skills and/or concepts require additional review. Cite evidence to back up your descriptions.

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