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Lesson Plan Template

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Lesson Plan Template

(Can be used during coursework, clinical practice and CalTPA Cycle 1)

Grade	
Content Area	
Number of Students	

Learning Goal(s) – What level of thinking will be required?
CCSS:
ELD Standards:

Purpose: Becoming an effective teacher takes time, preparation, purposeful planning and deep knowledge of your students and the content / curriculum. Purposeful lesson planning supports you in your development as an educator and it works to ensure PK-12 students are being taught to think and engage with the content area, with the ultimate goal of transferring that knowledge to global understandings and patterns.

Prompting questions / considerations:

- Identify your instructional strategies and student activities (Pedagogy)
- Why do your students care about this information / learning?
- What are the ways in which you create a positive learning environment? (*Refer to Center for Reaching & Teaching the Whole Child: Social, Emotional and Cultural Anchor Competencies*)
- What have your students learned previously that you are tapping into during this lesson?
- What new vocabulary words will your students need to know in order to assess the content?
- What strategies have you selected that are student centered?
- How will students be engaged in the learning?
- How will you group students during the lesson?
- What higher order thinking skills are being used by the students during this lesson? (*Refer to Critical Thinking Skills sentence frames*)
- In what ways is your lesson challenging? How are you making it accessible to students? (*Refer to UDL checklist / Cast.org*)
- In what ways will you continually check for understanding from ALL students?
- How will you modify instruction to support the needs of your focus students, as well as any other students with learning / behavioral needs?

Be clear and detailed allowing for another teacher to teach this lesson without asking you clarifying questions.

1.Beginning of the lesson (How are you capturing students' attention and how will you tie previously learned information to the new learning that will occur? How will you articulate the goals to the students?)

[]

How will you create a safe environment for learning?)

[]

2. Introduce new content to your students (What are you doing? What are your students doing? Why? How will you differentiate instruction?)

[]

Instructional strategies / student activities

[]

What are the assets and needs of your whole class? What about your focus students?

[]

How will you differentiate instruction for each of your focus students?

[]

What academic language needs to be taught / addressed / modeled?

[]

How will you check for understanding throughout the lesson? Provide at least two informal assessments.

[]

Materials / resources needed

[]

Middle of the lesson – students should be engaged in the learning (What are you doing? What are your students doing? Why?)

[]

What thinking skills are involved?

[]

What UDL strategies have you incorporated into your lesson?

[]

Conclusion of the lesson (What are you doing? What are your students doing? Why? How are you relating this new learning to learning in the future?)

[]

How will you check for understanding? How will students articulate their understanding of the learned information through higher order thinking?

[]

Reflection –post lesson (What worked well? Why? What would you do differently next time? Was the lesson student centered? How do you know? What data did you collect informing you of your students’ understandings in regards to the learning goals?)

[]

Technology (check all that apply)

SMART Board Teacher laptop Student computers LCD Projector iPad/tablet mp3 players
 Document camera Scanner Digital camera Speakers Digital microscope
 Webcam Calculator FM system Colour printer Other

Multiple Means of Representation

__1 – Provide options for perception
 __1.1 – Offer ways of customizing the display of information
 __1.2 – Offer alternatives for auditory information
 __1.3 – Offer alternatives for visual information
 __2 – Provide options for language, mathematical expressions, & symbols
 __2.1 – Clarify vocabulary and symbols
 __2.2 – Clarify syntax and structure
 __2.3 – Support decoding of text, mathematical notation, & symbols

Multiple Means of Action/Expression

__4 – Provide options for physical action
 __4.1 – Vary the methods for response & navigation
 __4.2 – Optimize access to tools and assistive technologies
 __5 – Provide options for expression and communication
 __5.1 – Use multiple media for communication
 __5.2 – Use multiple tools for construction & composition
 __5.3 – Build fluencies with graduated levels of support for practice & performance

Multiple Means of Engagement

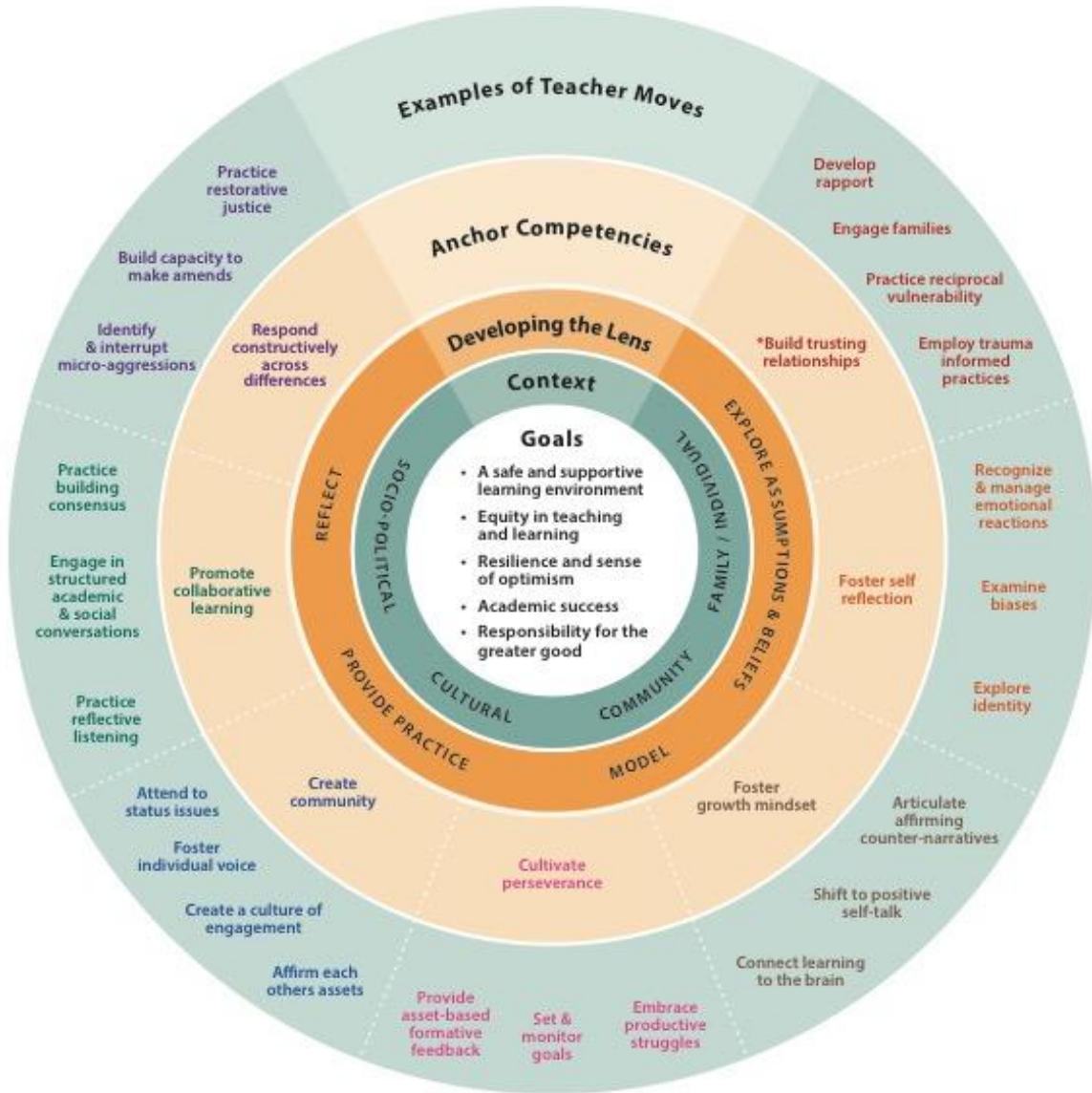
__7 – Provide options for recruiting interest
 __7.1 – Optimize individual choice & autonomy
 __7.2 – Optimize relevance, value & authenticity
 __7.3 – Minimize threats & distractions
 __8 – Provide options for sustaining effort & persistence
 __8.1 – Heighten salience of goals/objectives
 __8.2 – Vary demands & resources to optimize challenges
 __8.3 – Foster collaboration & community

<p>__2.4 – Promote understanding across languages</p> <p>__2.5 – Illustrate through multiple media</p> <p>__3 – Provide options for comprehension</p> <p>__3.1 – Activate or supply background knowledge</p> <p>__3.2 – Highlight patterns, critical features, big ideas, & relationships</p> <p>__3.3 – Guide information processing, visualization, & manipulation</p> <p>__3.4 – Maximize transfer & generalization</p>	<p>__6 – Provide options for executive functions</p> <p>__6.1 – Guide appropriate goal setting</p> <p>__6.2 – Support planning & strategy development</p> <p>__6.3 – Facilitate managing information & resources</p> <p>__6.4 – Enhance capacity for monitoring progress</p>	<p>__8.4 – Increase mastery-oriented feedback</p> <p>__9 – Provide options for self-regulation</p> <p>__9.1 – Promote expectations & beliefs that optimize motivation</p> <p>__9.2 – Facilitate personal coping skills & strategies</p> <p>__9.3 – Develop self-assessment & reflection</p> <p>UDL CAST.ORG</p>
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CRITICAL THINKING SKILLS

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?		How _____? Describe _____? What is _____?	
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____		How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
6 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	

Social, Emotional, and Cultural Anchor Competencies Framework



*Building trusting relationships is essential to the development of all anchor competencies.