Lesson Plan Template

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content Area</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning Goal(s) – What level of thinking will be required?

<table>
<thead>
<tr>
<th>CCSS:</th>
<th>ELD Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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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

<table>
<thead>
<tr>
<th>Multiple Means of Representation</th>
<th>Multiple Means of Action/Expression</th>
<th>Multiple Means of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>__1 – Provide options for perception</td>
<td>__4 – Provide options for physical action</td>
<td>__7 – Provide options for recruiting interest</td>
</tr>
<tr>
<td>__1.1 – Offer ways of customizing the display of information</td>
<td>__4.1 – Vary the methods for response &amp; navigation</td>
<td>__7.1 – Optimize individual choice &amp; autonomy</td>
</tr>
<tr>
<td>__1.2 – Offer alternatives for auditory information</td>
<td>__4.2 – Optimize access to tools and assistive technologies</td>
<td>__7.2 – Optimize relevance, value &amp; authenticity</td>
</tr>
<tr>
<td>__1.3 – Offer alternatives for visual information</td>
<td>__5 – Provide options for expression and communication</td>
<td>__7.3 – Minimize threats &amp; distractions</td>
</tr>
<tr>
<td>__2 – Provide options for language, mathematical expressions, &amp; symbols</td>
<td>__5.1 – Use multiple media for communication</td>
<td>__8 – Provide options for sustaining effort &amp; persistence</td>
</tr>
<tr>
<td>__2.1 – Clarify vocabulary and symbols</td>
<td>__5.2 – Use multiple tools for construction &amp; composition</td>
<td>__8.1 – Heighten salience of goals/objectives</td>
</tr>
<tr>
<td>__2.2 – Clarify syntax and structure</td>
<td>__5.3 – Build fluencies with graduated levels of support for practice &amp; performance</td>
<td>__8.2 – Vary demands &amp; resources to optimize challenges</td>
</tr>
<tr>
<td>__2.3 – Support decoding of text, mathematical notation, &amp; symbols</td>
<td></td>
<td>__8.3 – Foster collaboration &amp; community</td>
</tr>
</tbody>
</table>

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| 2.4 – Promote understanding across languages | 6 – Provide options for executive functions | 8.4 – Increase mastery-oriented feedback |
| 2.5 – Illustrate through multiple media | 6.1 – Guide appropriate goal setting | 9 – Provide options for self-regulation |
| 3 – Provide options for comprehension | 6.2 – Support planning & strategy development | 9.1 – Promote expectations & beliefs that optimize motivation |
| 3.1 – Activate or supply background knowledge | 6.3 – Facilitate managing information & resources | 9.2 – Facilitate personal coping skills & strategies |
| 3.2 – Highlight patterns, critical features, big ideas, & relationships | 6.4 – Enhance capacity for monitoring progress | 9.3 – Develop self-assessment & reflection |
| 3.3 – Guide information processing, visualization, & manipulation | | |
| 3.4 – Maximize transfer & generalization | | |

UDL
CAST.ORG
# Critical Thinking Skills

## 1. Knowledge
### Identification and recall of information

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Identify</th>
<th>Label</th>
<th>Name</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### How to develop:
- Describe
- What is/are?

## 2. Comprehension
### Organization and selection of facts and ideas

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Convert</th>
<th>Interpret</th>
<th>Restate</th>
<th>Summarize</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>describe</td>
<td></td>
<td></td>
<td>translate</td>
</tr>
<tr>
<td></td>
<td>explain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>put in order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>restate in your own words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>summarize</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### How to develop:
- Re-tell in your own words.
- What is the main idea of ________?
- Can you write a brief outline?
- What differences exist between ________?

## 3. Application
### Use of facts, rules, and principles

<table>
<thead>
<tr>
<th>Application</th>
<th>Apply</th>
<th>Compute</th>
<th>Demonstrate</th>
<th>Give an example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>compute</td>
<td>conclude</td>
<td>determine</td>
<td>illustrate</td>
</tr>
<tr>
<td></td>
<td>construct</td>
<td></td>
<td>find out</td>
<td>make</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>draw</td>
<td>operate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>show</td>
</tr>
</tbody>
</table>

### How to develop:
- 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

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Analyze</th>
<th>Contrast</th>
<th>Diagram</th>
<th>Examine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>categorize</td>
<td>debate</td>
<td>differentiate</td>
<td>infer</td>
</tr>
<tr>
<td></td>
<td>classify</td>
<td>deduct</td>
<td>dissect</td>
<td>specify</td>
</tr>
<tr>
<td></td>
<td>compare</td>
<td>determine factors</td>
<td>distinguish</td>
<td></td>
</tr>
</tbody>
</table>

### How to develop:
- 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

<table>
<thead>
<tr>
<th>Synthesis</th>
<th>Change</th>
<th>Find an unusual way</th>
<th>Predict</th>
<th>Revise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>combine</td>
<td>formulate</td>
<td>generate</td>
<td>suggest</td>
</tr>
<tr>
<td></td>
<td>compose</td>
<td>generate</td>
<td>invent</td>
<td>suppose</td>
</tr>
<tr>
<td></td>
<td>construct</td>
<td>originate</td>
<td>plan</td>
<td>visualize</td>
</tr>
<tr>
<td></td>
<td>create</td>
<td>design</td>
<td>predict</td>
<td>write</td>
</tr>
</tbody>
</table>

### How to develop:
- 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, judgments, or decisions

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Appraise</th>
<th>Decide</th>
<th>Judge</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>choose</td>
<td>defend</td>
<td>justify</td>
<td>select</td>
</tr>
<tr>
<td></td>
<td>compare</td>
<td>evaluate</td>
<td>prioritize</td>
<td>support</td>
</tr>
<tr>
<td></td>
<td>conclude</td>
<td>give your opinion</td>
<td>rank</td>
<td>value</td>
</tr>
</tbody>
</table>

### How to develop:
- 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 _____?
Sociocultural, Emotional, and Cultural Anchor Competencies Framework

**Examples of Teacher Moves**
- Practice restorative justice
- Build capacity to make amends
- Identify & interrupt micro-aggressions
- Respond constructively across differences
- Practice building consensus
- Engage in structured academic & social conversations
- Practice reflective listening
- Attend to status issues
- Foster individual voice
- Create a culture of engagement
- Affirm each other's assets
- Provide asset-based formative feedback
- Set and monitor goals
- Embrace productive struggles
- Connect learning to the brain
- Shift to positive self-talk
- Articulate affirming counter-narratives
- Foster growth mindset
- Create community
- Cultivate perseverance
- Explore identity
- Explore assumptions & beliefs
- Foster self-reflection
- Recognize & manage emotional reactions
- Examine biases
- Practice reciprocal vulnerability
- Employ trauma informed practices
- Engage families
- Develop rapport
- *Build trusting relationships

**Goals**
- A safe and supportive learning environment
- Equity in teaching and learning
- Resilience and sense of optimism
- Academic success
- Responsibility for the greater good

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

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