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**Formal Lesson Plan Format**

**Identification**

Teacher name

Grade level(s)/Content

Title of lesson

Date

Materials List

Textbook publisher, title, pages; online resources, movies, clips, etc.; Children’s book author, title; Lab equipment; Manipulatives prepared for students; Handouts or worksheets (attach copies)

**Big Transferable Idea**

One or two sentences about WHY the content of this unit or lesson is important, useful, or universally valued

**Essential Questions**

List a short set of questions that all students should meaningfully respond to as a result of this unit or lesson.

Questions should support higher level thinking or all six levels of Bloom’s taxonomy or six facets of understanding.

**Key Concepts or Vocabulary**

List only concepts or vocabulary that all students should understand as a result of this unit or lesson. Check student standards, student goals, required reading, and handouts.

Do NOT list concepts or words that you do not use in your lesson or unit!

**Prerequisite Skills for Unit or Lesson**

What skills are required for students to be successful in this unit or lesson?

**Student Standards (Include Indiana State Academic Standards and ISTE Technology Standards)**

List both numerical indicator and standard wording. Units can be interdisciplinary and include standards across subject areas.

**Measurable Student Goals or Objectives**

Restate student standards as specific, measurable goals for the lesson or unit.

a. Students will include 100% of key concepts in their small group presentation.

b. Students will compute two-digit multiplication problems by hand with 80% accuracy.

**Instructional Activities (detailed breakdown of instructional time—minute-by-minute)**

· Bell-ringer-Engaging Introduction-Anticipatory Set

· 5E Format for Science and Mathematics

· Sample Higher-Order Thinking Questions

**Anticipated Adaptations or Accommodations (RtI) for Activities, Materials, or Assessments**

Considerations for ELLs, IEPs, Section 504, gender, cultural differences such as poverty, assistive technologies, gifted & talented

**Safety Concerns** (e.g., physical, social-emotional, and psychological)

**Assessment Plan**

The unit plan must include a pre/post assessment.

An exit slip is typical for any lesson plan.

Teacher observation is fine, if there is a record of what was observed.

Attach rubrics and actual tests, quizzes, guidelines for projects or presentations, etc.

Analysis of Teaching (after you teach)

What did you notice about your ability to facilitate student academic practice so that all students participated and had the opportunity to meet your goals or student standards?

What did you do to foster a climate of high expectation, excellence, and respect?

How did you engage students in academic content?

Which teacher standards were you able to address?

**Analysis of Student Learning (after you teach)**

What data did you generate from exit slips? Pre/post? A checklist/\? What did the data indicate about student progress in meeting instructional goals? What changes would you make to increase effectiveness of this lesson or unit?