

Lesson Plan Template

Junior Year – Semester 1 [Fall]

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Winona State University Rochester

Lesson Plan Template

Teacher Name:

Title:

Grade Level:

MN Academic Standard(s):

Learning Targets (Objectives):

The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools.

An academic standard is a summary description of student learning in a content area. Academic standards are comprised of one or more benchmarks. A benchmark supplements the standard and is the specific knowledge or skill that a student must master to complete part of an academic standard by the end of a grade level or grade band.

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The benchmarks for each standard are designated by five-digit codes. For example, in the code

5.3.4.10.1—

- The 5 refers to grade 5;
- The 3 refers to the third strand, Geography;
- The 4 refers to the fourth geography substrand, Human Environment Interaction;
- The 10 refers to the tenth geography standard, the meaning, use, distribution and importance of resources changes over time.
- The 1 refers to the first benchmark for that standard, Explain how geographic factors affected land use in the North American colonies.

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English Language Arts K-12

<https://education.mn.gov/MDE/dse/stds/ela/>

Mathematics

<https://education.mn.gov/MDE/dse/stds/Math/>

Science

<https://education.mn.gov/MDE/dse/stds/sci/>

Social Studies

<https://education.mn.gov/MDE/dse/stds/soc/>

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MN Academic Standard(s):

Learning Targets (Objectives):

Content Objectives are our standards-based learning outcomes.

Objectives should be displayed and reviewed before, during and after the lesson.

Focuses on “What you teach” or “What students will know”

Aligned with Standards and benchmarks

Written in student-friendly language

Examples of stems:

We will...

SWBAT...

TLW...

My job is...

Subject Vocabulary: (e.g. perpendicular, separatist, fable)

General Vocabulary: (e.g. essay, illustrate, contrast, critique, table)

Materials:

Common in informational text.

Specific to a content area and subject matter.

Often explicitly defined in text and repeatedly used.

Subject Vocabulary: (e.g. perpendicular, separatist, fable)

General Vocabulary: (e.g. essay, illustrate, contrast, critique, table)

Materials:

Often found in academic text but may not be so common in everyday conversation.

Academic Standards refer to these as academic vocabulary.

Found in across domains and content areas.

Preparation:

How will I pre-assess what the students already know?

How will I build background knowledge of the subject?

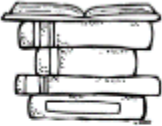
How will I 'hook' the students' attention?

Pre-assessment provides a way for teachers to gather key information about what students know and are able to do prior to instruction.

Some examples follow.

Anticipation Guides

Name: _____



Fables

Anticipation-Reaction Guide

| Before Reading | | After Reading |
|----------------|--|---------------|
| | Fables are non-fiction. | |
| | Fables often involve elements of fantasy or magic. | |
| | The purpose of a fable is to inform. | |
| | Fables typically contain a lesson or moral. | |
| | The main characters in a fable are often animals. | |
| | Fables are typically long stories. | |

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NAME _____

LET'S LEARN ABOUT

GEOMETRY

| BEFORE | | STATEMENTS | AFTER | |
|--------|---|--|-------|---|
| T | F | Polygons are baby frogs. | T | F |
| T | F | Triangles are not polygons. | T | F |
| T | F | Shapes with 5 sides are called hexagons. | T | F |
| T | F | Pentagons have 4 sides. | T | F |
| T | F | Shapes with 4 sides are called quadrilaterals. | T | F |
| T | F | Squares are NOT quadrilaterals. | T | F |
| T | F | Rectangles are quadrilaterals. | T | F |
| T | F | A circle has 1 side. | T | F |

Student Name: _____


| BEFORE content is presented in class | | | Indicators of Effectiveness | AFTER content was presented in class | | |
|--------------------------------------|---|---|--|--------------------------------------|---|---|
| B | D | P | | B | D | P |
| | | | 1. I understand my own cultural background and how that influences my practice. [a] | | | |
| | | | 2. I seek professional learning opportunities to explore my own and others' cultures. [a] | | | |
| | | | 3. I know how to create a welcoming learning environment that is accessible and reflects the cultural backgrounds of all my students. [a, d] | | | |
| | | | 4. I know how to use instructional strategies that build on students' cultural strengths and promote success. [a] | | | |
| | | | 5. I know how to use classroom management strategies that reduce inequitable disparities in achievement and/or discipline patterns. [b] | | | |
| | | | 6. I know how to review student work, make decisions about academic performance expectations, and apply these expectations for all students. [b] | | | |
| | | | 7. I know how to hold and communicate high expectations for all students. [b] | | | |
| | | | 8. I am committed to teaching all students. [b] | | | |

Nonverbal Responses




DO YOU UNDERSTAND?

YES!
I can explain it.



I might need MORE HELP.

A hand is holding a white card with a green paperclip at the top. The card has the following text:

A

B

C

D

Agree

Disagree

KWL Chart

| KWL | | |
|-------------|---------------------|----------------|
| What I Know | What I Want to Know | What I Learned |
| | | |

2 Facts and a Fib

2 Facts and a Fib

A: Solve all three problems; 2 are true and 1 is a fib.

B: Which problem is the fib?

C: What error was made to make it a fib?

1. The mean of 3, 10, 31, 23, 7 is 14.8
2. The range of 3, 10, 31, 23, 7 is 28
3. The median of 3, 10, 31, 23, 7 is 31

2 Facts and a Fib

A: Solve all three problems; 2 are true and 1 is a fib.

B: Which problem is the fib?

C: What error was made to make it a fib?

1. The GCF of 21 and 35 is 7.
2. The GCF of 12 and 32 is 4.
3. The GCF of 27 and 66 is 11.

Preparation:

How will I pre-assess what the students already know?

How will I build background knowledge of the subject?

How will I 'hook' the students' attention?

Once you have a grasp of your students' **prior knowledge**, your next step is to **build their background knowledge to fill in the gaps.**

Building background knowledge allows you as the teacher to link the students' past learning and experiences to new learning.

Preparation:

How will I pre-assess what the students already know?

How will I build background knowledge of the subject?

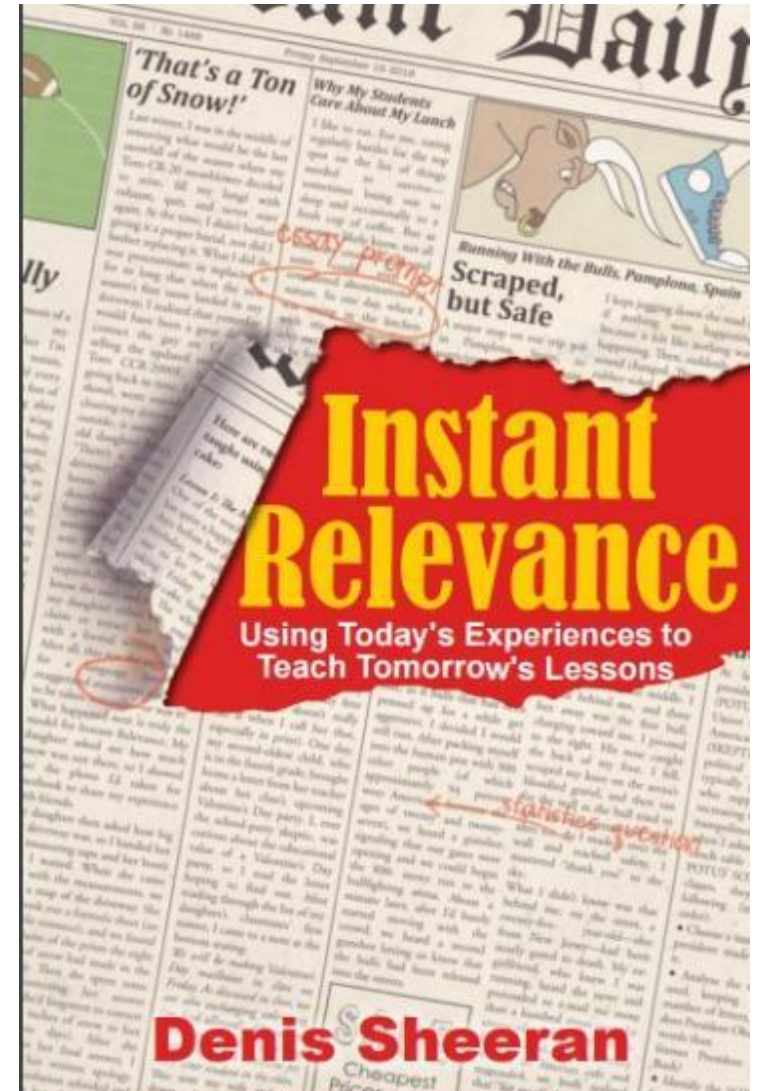
How will I 'hook' the students' attention?

Ignite – get the
brain's attention
(RAS)

Examples to
follow.

Academic Engagement: Making Content Relevance

- I Infusing who you are in what you do
- N Natural Flow: Follow the Question
- S Sudden Changes to your Surroundings
- T Television and Pop Culture
- A Awareness of Your Surroundings
- N National Events and Crazes
- T Two or More Content Areas



How will I assess the students' learning? How do you know they learned the objective?

How will I accommodate for special needs? Consider students who need additional support and students that need additional challenge.

Formative Assessments
monitor student learning as they progress through a lesson. This is an assessment **FOR** learning.

Summative Assessments
evaluate student learning at the end of a lesson. This is an assessment **OF** learning.

How will I assess the students' learning? How do you know they learned the objective?

How will I accommodate for special needs? Consider students who need additional support and students that need additional challenge.

What are accommodations you will make to help every learner succeed?

Time?

Space?

Tools Needed?

Product?

Schedule?

Process?

Pacing?

Steps in the Lesson:

Lesson must have all four components of GRR; order of components is at the teacher's discretion

| Direct Instruction | Guided Instruction | Collaborative Learning | Independent Learning |
|--|--|---|--|
| <ul style="list-style-type: none">• "I do"• How will I model how students will learn? | <ul style="list-style-type: none">• "We do"• How will students practice their learning in instructional groups? | <ul style="list-style-type: none">• "We do it together"• How will students practice their learning with peers? | <ul style="list-style-type: none">• "You do"• How will students demonstrate their learning? |

Beginning

| Component | Steps in the Lesson |
|-----------|---------------------|
| | |

Middle

| Component | Steps in the Lesson |
|-----------|---------------------|
| | |

End

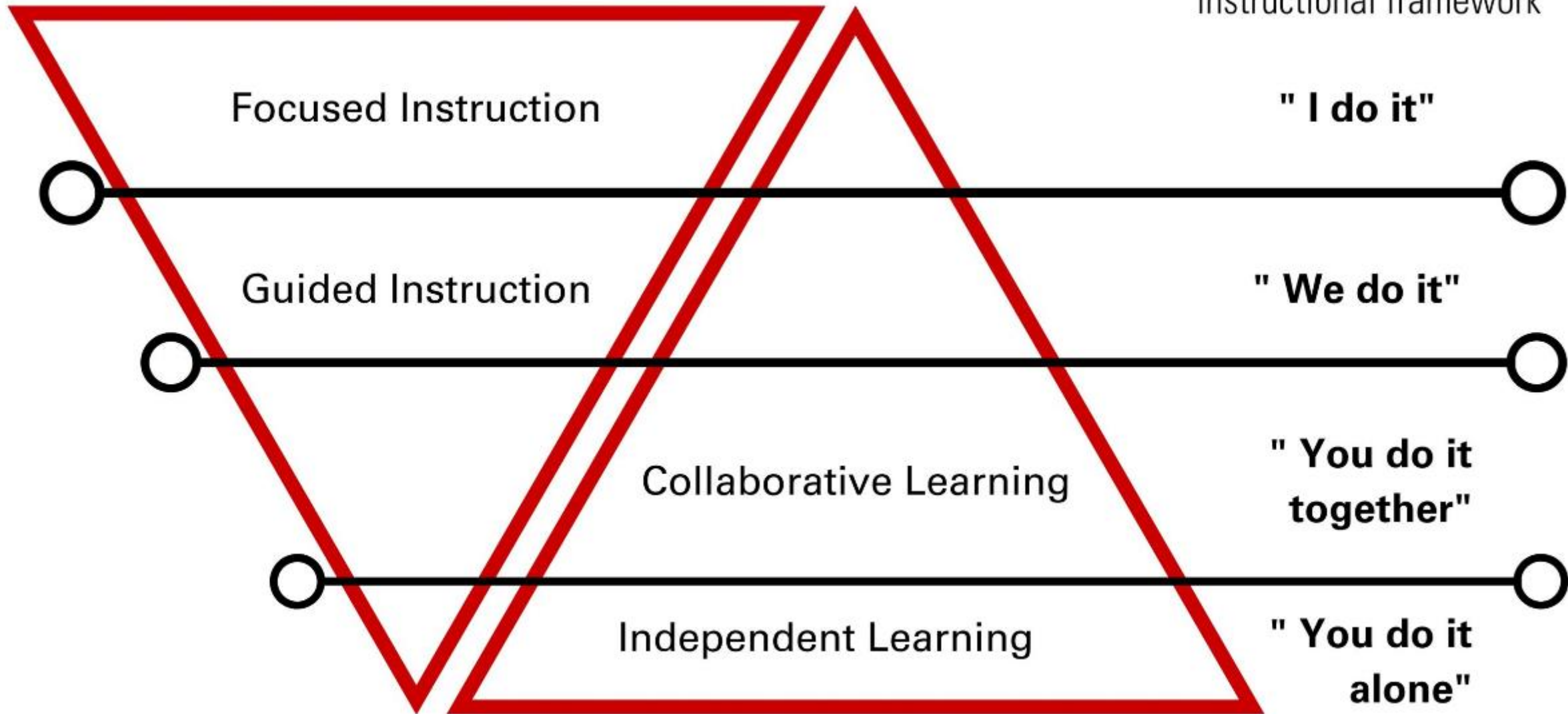
| Component | Steps in the Lesson |
|-----------|---------------------|
| | |

A Teacher Is
One Who Makes
Himself Progressively
Unnecessary



TEACHER RESPONSIBILITY

A gradual release of responsibility instructional framework



STUDENT RESPONSIBILITY

