(When using this template delete the text in parentheses and replace it with your own text. Remember, your lessons plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.)

**Student Teacher:**

**Date:**

**Grade/Subject:**

**Estimated Lesson Duration:**

|  |  |
| --- | --- |
| **PRE-INSTRUCTIONAL PLANNING** | **USE OF ONLINE RESOURCES** |
| (What do your students know about the topic? Where does this fit in the context of the unit with regards to previous content/skills taught? What pre-assessment data do you have access to that will allow you to determine exactly what your students know about the topic prior to instruction?) | (Provide the URL to the online resources that you reviewed on effective teaching strategies or resources related to the content being taught) |
| **CENTRAL FOCUS** | **STANDARDS** |
| (Identify the important understanding(s) and core concepts(s) that you want students to develop within the learning segment. In other words, what is the big idea?) | (List Ohio Learning Standards as they align with the learning objectives. Include the number and text of each standard being addressed. If only a portion of a standard is being addressed, then only list the part(s) that are relevant.) |
| **LEARNING OBJECTIVE(S)** | **ASSESSMENT(S)** |
| (Objectives should be measurable and aligned with the standards. Be specific and begin with a Bloom’s verb—for example, *analyze, compare, describe, explain, interpret, locate, present*. What will your students know and do as a result of this lesson, and how will you assess it?) | (List the formal and informal assessments that will be used to assess student learning. Explicitly connect to standards and learning objectives.) |
| **ACADEMIC LANGUAGE** | |
| (Identify the language function that this lesson supports)  (Identify the key content specific vocabulary, terminology, and concepts [academic language] that students need to understand to participate fully in this lesson.  (Identify the instructional supports (learning tasks) that will allow students to learn and use the identified academic language, and identify as syntax or discourse.) | |
| **INSTRUCTIONAL RESOURCES and MATERIALS** | |
| (List pertinent materials/resources needed for this lesson, including technology.) | |
| **SUPPORT FOR DIVERSE STUDENT NEEDS** | |
| (List how you will differentiate instruction in order to make the lesson accessible for all students, including those who may or may not have special needs. Consider students with IEPs or 504 Plans, ELLs, students at risk of failing, and advanced learners. Intelligence, learning style, gender, etc. may also need to be considered. This may include access to academic language demands, content modification, assessment accommodation, etc.) | |

**LEARNING TASKS**

**A. Hook/Launch/Warm-up: [ ] minutes**

(Describe how you will engage students’ attention and activate their prior knowledge. Use this section to tell students what they will learn (state objective) and why it is important.)

**B. Instructional Strategies: [ ] minutes**

(Write steps/activities out in sequence. What will you say and do? What content and/or procedural knowledge will you provide? How will you deliver it? What examples/models will you offer? What questions will you ask? When and how will you check for understanding? What instructional materials will you distribute and when? How will you structure opportunities for students to work with partners or in groups? What criteria will you use to form groups? What will you do if some students finish more quickly than others?)

|  |  |  |  |
| --- | --- | --- | --- |
| **5E** | **Teacher Planning/Tasks** | **Student Tasks** | **Materials** |
| **ENGAGE** |  |  |  |
| **EXPLORE** |  |  |  |
| **EXPLAIN** |  |  |  |
| **ELABORATE** |  |  |  |
| **EVALUATE** |  |  |  |

**C. Closure: [ ] minutes**

(Describe how you will summarize the lesson’s activities and how they relate to the learning objectives. How will you forecast what happens next? Is there homework? How will you end your lesson?)

|  |  |
| --- | --- |
| **Post-Observation Reflection** | |
| *AFTER you teach your lesson (by the beginning of the next class), complete this reflection* | |
| **Teacher Candidate:** | **School:** |
| **Subject/Content:** | |
| **Post Conference Date:** | **Time:** |
| Discuss what worked, what didn’t, and for whom? | |
| What instructional changes do you need to make as you prepare for the lesson tomorrow, if you were going to teach the next lesson? | |
| If you could teach this lesson again to this group of students what changes would you make to your **instruction**?  *Whole class:*  *Groups of students:*  *Individual students:* | |
| Why will these changes improve student learning?  What research/theory supports these changes? | |