Childhood Education Lesson Planning Template

OVERVIEW:		
Teacher Candidate:		
Content Area(s):	Unit of Instruction:	
Central Focus of Learning Segment:		Lesson Number:
Grade:	Estimated Length of Lesson:	Date to be Taught:

LEARNING STANDARDS:
Only include standards and specific portions of those standards that will be assessed in this lesson.

Common Core	
State	

LEARNING OBJECTIVES AND ASSESSMENTS:		
Standards Alignment (number)	Learning Objective(s): (SWBAT + behavior [or language function] + content + condition + criterion or degree of proficiency)	Informal and Formal Assessment(s): (assessment type and what it assesses)
Add or delete rows as needed.		

ACADEMIC LANGUAGE:
Language function addressed in this lesson is:
Vocabulary developed in this lesson include:
Syntax and/or discourse addressed in this lesson is/are:

STUDENTS' KNOWLEDGE, SKILLS, AND ASSETS:
Students' prior academic learning to be built on in this lesson includes:
Students' prior language skills to be built on in this lesson include:
Students' real-world interests and knowledge to be built on in this lesson are:

PLANNED SUPPORTS AND DIFFERENTIATION:
Planned supports / multiple representations to help students access content of instruction include:
Planned supports / multiple means of engagement to help students carry out the learning tasks include:
Planned supports / multiple means of expression to help students express their understandings include:
Planned supports to help students carry out the language function(s) and meet language demands (vocabulary, syntax, discourse) include:
Additional differentiation of content, process, and/or product(s) includes:
Accommodations and/or modifications for specific learners with identified needs (e.g., IEP, 504 Plan, ELL, at-risk, above grade level, etc.) are:

INSTRUCTIONAL AND LEARNING MATERIALS, TEXTS, AND RESOURCES:	
Materials	
Texts	
Technology	

SEQUENCE OF INSTRUCTIONAL STRATEGIES AND LEARNING TASKS:	
Add or delete rows as needed. Section titles may be renamed based on lesson design.	
Teacher Actions: (e.g., instruction, directions, multi-level questions, management, assessment, etc.)	Student Actions: (e.g., learning tasks, peer-to-peer interactions, high-access and engagement strategies, performances, etc.)
Introduction – Estimated time ( )	
1.	1.
2.	2.
3.	3.
Development – Estimated time ( )	
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
Closure – Estimated time ( )	
9.	9.
10.	10.

Complete this section after teaching the lesson.

ANALYSIS AND REFLECTIONS ON TEACHING AND LEARNING:
1. To what extent were you successful in **creating a safe, comfortable, motivating, and challenging learning environment**? What is your specific evidence? What obstacles did you encounter? How might you address these in the future?
Reflections:
2. To what extent were you successful in **designing instruction and learning tasks that promoted students' academic and language learning**? What is your specific evidence? What obstacles did you encounter? How might you address these in the future?
Reflections:
3. To what extent were you successful in **promoting students' critical thinking and application of the targeted concepts and skills during instruction**? What is your specific evidence? What obstacles did you encounter? How might you address these obstacles in the future?
Reflections:
4. To what extent were you successful in **supporting the learning of all students**? What is your specific evidence? What obstacles did you encounter? How might you address these obstacles in the future?
Reflections:
5. To what extent were you successful in **assessing students' achievement of the learning objectives**? What is your specific evidence? What obstacles did you encounter? How might you address these obstacles in the future?
Reflections: