**William Paterson University**

**College of Education**

**LESSON PLANNING TEMPLATE (5/8/14)**

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| **Teacher Candidate Name: School: Grade:** **Topic**: **Concept: Essential Question**: **Date of Lesson:** |
|  |
| Standard(s): | Learning objective(s): | Assessment(s): ( attach assessment tools & rubrics) |
| Planning:* Teacher Resources: Internet Sites, etc.
* Materials (e.g. Props/Manipulatives/Picture Book or Information Text):
* Technology / Visuals:
* Groupings:
* Family Engagement:
* Cite Sources (e.g. textbook page # or pinterest website)
* Student prior knowledge needed:
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| **Teaching and Learning** |
| **Process:** | **Teacher***What questions will you ask? What will you do, say, and/or write? What tools will you use?* | **Students***What will students do? What tools will students use? Where in the classroom are the students? How will students be grouped?* |
| ENGAGE |  |  |
| EXPLORE |  |  |
| EXPLAIN |  |  |
| EXTEND |  |  |
| EVALUATE |  |  |
| Differentiated Instruction:*How will you differentiate for content, process, and product in the above process areas? List modifications, as per the child’s IEP. (Use initials only).* |
| **\*\*\*\*\*\*\*Analysis of Student Learning and Reflection \*\*\*\*\*\*\*\*****To be completed AFTER lesson implementation****Students were able to …****Evidence…****How can I improve upon this lesson and what are the implications for future lessons and my own professional development?** |

**POSSIBLE PROCESS ELEMENTS: (Any Process Element may be used in more than one of the 5E’s)**

**ENGAGE:** An engaging opening to a lesson that allows for teachers to stimulate students with questions about their prior knowledge and for students to ask questions and gain clarification about the activity/task, its goals and objectives.

* **Motivate:** The introduction to the lesson’s topic or concept, where the pre-service teacher sparks interest by asking questions or conducting an activity which involves students’ prior knowledge and generates interest in the topic.
* **Ask Questions:** Based on Bloom’s Taxonomy, the Candidate asks, lower and higher order questions, using scaffolding, to stimulate critical thinking.
* **Image:** The “visualization” portion of the lesson where students examine pictures, draw, watch and discuss videos or use “guided imagery

**EXPLORE:** . During this time, the teacher can provide expert knowledge, listen to students’ ideas, monitor and assess progress, provide support, and offer meaningful extensions. Students can work in groups, pairs or independently to pursue and develop their own ways of thinking

* **Teach:** The delivery of “expert” information from the teacher to the students. Often known as a “Mini-Lesson,” “Teach” can involve interactive student participation or teacher-led modeling where the students watch the teacher as s/he presents a strategy.
* **Ask Questions, Image**
* **Centers:** Stations where students are assigned task cards/ instructions based upon specific content, skills, or strategies; or areas where students engage in intentional play and/or work with manipulative materials.

**EXPLAIN:** An opportunity for students to share their ideas with each other and the class, as well as practice skills. Teachers actively listen to ideas, help students clarify and share their own thoughts, deepen their reasoning and engage with others’ reasoning (.e.g. ask the students if they agree or disagree with another student’s idea and why).

* **Cooperative Learning**: Think/Write, Pair, Share
* **Guided** **Practice:** An opportunity for student to practice a new skill through a worksheet or graphic organizer, based on a Common Core Benchmark or CPI, either in pairs, independently or in small groups.
* **Practice/Model a New Skill:** A prepared reading by a proficient reader who models fluency, accuracy, and expression.
* **Differentiated Instruction: 1)** plan multiple options for selecting and presenting information (content); 2) plan multiple avenues for practicing skills (process) e.g., graphic organizers, flash cards, Games, Tiering, Assistive Technology; and 3) plan multiple means of creating products, e.g., books, letters.

**EXTEND:** An opportunity to go deeperinto the content. The teacher can encourage generalization, summarize main ideas, and assign real world performance tasks.

* **Performance Task:** a real world task such as writing a letter, a brochure, writing a “how to” or “all about” book, writing a play, producing a video, etc.
* **Independent Practice:** Homework
* **Differentiated Instruction**
* **Centers**

**EVALUATE:** An opportunity for teachers and students to determine how much learning has taken place.

* **Formative Assessments**: Pre-Post**,** Observation, questions, worksheets, graphics organizers, exit slips and response cards
* **Closure/Share:** A closing activity where students are able to share their work in small groups or in front of the entire class.



