**LESSON PLAN TEMPLATE – Sample Three**

UPDATED 12 June 2019

**Name: Cohort:**

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| **Lesson Plan** | | | | |
| **Lesson Title:** | | **Date:** | | |
| **Grade Level:** | | **Subject/Strand:** | | |
| **Topic:** | | **Length of Period:** | | |
| **Lesson Plan Description** -- What do I want the learners to know and/or be able to do? What are the big ideas/enduring understandings for the lesson/unit? Indicate using 1-2 sentences. | | | | |
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| ***STEP 1: CURRICULUM CONNECTIONS*** | | | | |
| **Ontario Curriculum Overall Expectations**  (numbers from documents and details) | | **Ontario Curriculum Specific Expectations**  Numbers from documents and details -- a realistic number of expectations (1 or 2), connect to assessment. | | |
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| **Learning Goals**  **Discuss with learners: *What will I be learning today?*** Clearly identify what learners are expected to know and be able to do. | | **Success Criteria**  **Discuss with learners: *How will I demonstrate what I have learned?*** Teacher/learner identify ‘look fors’ in language that learners can readily understand. | | |
| We are learning … | | I can … | | |
| ***STEP 2: ASSESSMENT*** | | | | |
| **Indicate purpose of the assessment : [ ] *FOR* [ ] *AS* [ ] *OF*** | | | | |
| **Indicate Achievement Chart categories being assessed**  **[ ] *Knowledge and Understanding* [ ] *Thinking* [ ] *Application* [ ] *Communication*** | | | | |
| **Indicate Learning Skills/Work Habits:**  [ ] responsibility, [ ] organization, [ ] independent work, [ ] collaboration, [ ] initiative, [ ] self-regulation  (Incorporate one with Learning Goal and Success Criteria) | | | | |
| **Indicate Assessment Mode:** *Written, Oral, Performance* (Write, Say, Do) | **Indicate Assessment Strategy :** What will learners do to demonstrate their learning? | | | **Indicate Assessment Tool:** Instrument used to record results/ document learning. |
| ***STEP 3: CONSIDERATIONS FOR PLANNING*** | | | | |
| **Prior Learning: What prior experiences, knowledge and skills do the learners bring with them to this learning experience?** | | | | |
| **IEP program implications: Accommodations, Modifications** -- To be completed for Placements 2, 3 and 4 | | | | |
| **Differentiation** -- How will I differentiate the instruction to ensure the inclusion of all learners? (Choose 1 or 2 areas in Year 1) | | | | |
| **Content** *(what learners are going to learn, and when)*  **Process** *( how instruction is organized towards a gradual release of responsibility)*  **Product** *(the ways in which individual learners will demonstrate learning for assessment )*  **Environment** *(the context and environment in which learners learn and demonstrate learning)* | | | | |
| **Resources and Materials & Technology Integration** -- List ALL items necessary for the delivery of the lesson. Include any attachments of learner worksheets used and teacher support material that will support communication of instruction. | | | | |
| **Three Part Lesson** | | | | |
| **Indicate Instructional Strategy** --  modelled, shared, guided, independent instruction, small group, conferencing, whole class, other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| **Minds on: Motivational Hook/engagement /Introduction** (approximately 10-20%)  How will I engage the learners (motivational strategy, hook, activation of learners prior knowledge, activities, procedures, compelling problem)? | | | | |
|  | | | **Prompting Questions and Possible Learner Responses:**  Questions used to activate prior knowledge and develop critical/creative thinking | |
| **Action: During /Working on it** (approximately 60%)  How will I provide practice of new concepts, and have them demonstrate new learning? | | | | |
|  | | | **Prompting Questions and Possible Responses:**  Critical thinking questions used throughout the lesson | |
| **Consolidation & Connection (Reflect and Connect)** (approximately 10 - 20%)  How will I bring all the important ideas from the learning experiences together for/with learners? How will I check for understanding? | | | | |
|  | | | **Prompting Questions:**  Questions used to assess learners’ understanding | |
| **Extension Activities** --  What will learners do when work is completed? What will learners do if they finish early? | | | | |
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| **Next Steps** -- Where will this lesson lead to next? | | | | |
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| **My Lesson Reflection** - Placement Only  This portion of the lesson will be completed following the conclusion of the lesson (what went well, what will I change - see reflection questions) | | | | |
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