

Lakehead Orillia Lesson Plan Template (Revised 2023-2024)

Name:	Date:	Timing of Lesson:
Grade/Subject:	Curriculum Strand:	

Big Idea/Enduring Understandings

The global understanding for students. "It is important that students be connected to the curriculum, that they see themselves in what is taught, how it is taught, and how it applies to the world at large." (Ontario Ministry of Education, 2013)

Curriculum Connections and Assessment

Overall Expectation:

Specific Expectations	Learning Goals	Success Criteria	Achievement Chart	Assessment FOR/AS/OF	Assessment Mode/Strategy/ Tool
<ul style="list-style-type: none"> ● Observable and measurable. ● Assessment must match expectations 	<ul style="list-style-type: none"> ● Use language that is grade appropriate ● We are learning 	<p>I can demonstrate my learning by... (Identify Achievement Chart Connection: Knowledge/Understanding, Thinking, Communication, Application)</p> <ul style="list-style-type: none"> ● I can... 	<ul style="list-style-type: none"> ● Identify 1 or 2 category(ies) from curriculum Achievement Chart that are primarily addressed through this assessment task ● Knowledge/Understanding ● Thinking ● Communication ● Application 	<ul style="list-style-type: none"> ● Identify assessment purpose(s) ("FOR, AS, OF") as students demonstrate their progress in achieving the learning goal 	<ul style="list-style-type: none"> ● Identify method – what will students do to demonstrate learning? (write, say, do) ● What instructional strategies/tasks will be used? ● Identify the tool used by the teacher to record, describe, or measure/track students' learning.
	<p style="text-align: center; color: red;">Learning Skills</p> <ul style="list-style-type: none"> ● Assess separately from curriculum expectations. 	<p style="text-align: center; color: red;">Learning Skills Success Criteria</p> <p>I can demonstrate my learning by... (Identify exactly</p>			

	<ul style="list-style-type: none"> Identify one or two that teacher will focus on and/or assess e.g. provide feedback ("FOR") <p>Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation</p>	<p>what skills you are expecting your students to demonstrate for the chosen learning skill</p> <ul style="list-style-type: none"> I can... 			
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Considerations for Planning

Prior Learning: *Review and connect prior experiences, knowledge and skills*

Differentiation: *Consider Choice and Flexibility with Open-ended and Parallel tasks*

Resources and Technology: *List ALL items necessary for the delivery of the lesson. Attach resources and materials students will use.*

Three Part Lesson

Minds on: Motivational Hook/Engagement /Introduction (approximately 10-20%) (Assessment "for")
How I will engage the learners (motivational strategy, hook, activation of learners prior knowledge, activities, procedures, compelling problem)

Critical Thinking Questions: *Questions used to activate prior knowledge and develop critical/creative thinking*

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Action: During /Working on it (approximately 60%) (Assessment "as, for")
How I will provide practice of new concepts, and have them demonstrate new learning. Consider what students will do when work is completed or finish early that is connected to the lesson/subject.

Critical Thinking Questions: *Questions that promote engagement and empowerment.*

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Consolidation & Connection (Reflect, Connect, and Assess) (approximately 10-20%) (Assessment “as, for, of”)

How I will bring all the important ideas from the learning experiences together for/with students. How I will check for understanding. (exit ticket, elbow partners, self-assessment)

Critical Thinking Questions: Questions that will allow students to reflect and connect with Learning Goals and Success Criteria.

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Next Steps and Lesson Reflection - Placement Only

Next Steps: After assessing Consolidation and student learning demonstrations, reflect how this affects the next lesson.

This portion of the lesson will be completed following the conclusion of the lesson and discussion with your associate teacher (What went well: instruction, classroom management, pacing, preparedness – [Reflection Questions](#) - choose 1 or 2)