

Student Teacher/Intern:		Date:		
Check one: <input type="checkbox"/> 1 st Placement <input type="checkbox"/> 2 nd Placement		Formal Observation # 1-4:		
Unit Title:		Age/Grade Level:		
Lesson Title:		Order in Learning Segment:		
Total # of Students:	# IEP Students:	# ELL Students:		
PREPARATION				
Context of the Lesson: •				
Standards to Address: •				
Academic Language and Language Demands: •				
Assessment Plan:				
Objectives	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge / Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/SWDs
1. (CCSS:)				
2. (CCSS:)				
3. (CCSS:)				
Materials/Resources/Media Technology Needed: •				
INSTRUCTION AND ASSESSMENT				
Time	INTRODUCTION			Accommodations •
	Anticipatory Set •			
Time	LESSON DEVELOPMENT			Accommodations •
	Step-by-Step Input, Checks for Understanding, and Modeling			
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			
Time	GUIDED PRACTICE			Accommodations •
	Activities ("We do") •			
Time	INDEPENDENT PRACTICE			Accommodations •
	Assignments ("You do") •			
Time	CLOSURE			

	•	
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations
	•	•

LESSON PLAN THINKING/REFLECTION PROMPTS

PREPARATION				
<p>Context of the Lesson: <i>How does this lesson fit into the unit and knowledge/skill progression?</i></p> <ul style="list-style-type: none"> • 				
<p>Standards to Address: <i>Cite the Common Core State Standards using the number(s) and exact text.</i></p> <ul style="list-style-type: none"> • - • 				
<p>Academic Language and Language Demands: <i>What academic language and/or language demands (i.e., symbols, discourse, functional, contextual, procedural, etc.) will need to be part of the lesson focus?</i></p> <ul style="list-style-type: none"> • • 				
<p>Assessment Plan: <i>How will you assess that students have met the standards? What formative and summative assessments will you use to monitor student learning? What criteria will you use to judge progress/mastery?</i></p>				
Objectives <i>What do you want the students to know or be able to do by the end of the lesson? (Notate the related CCSS standard.)</i>	Type of Assessment <i>Is this formative or summative?</i>	Description of Assessment Task/Type <i>How will students demonstrate progress toward mastery of the objectives?</i>	Depth of Knowledge or Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/SWDs
1. (CCSS:)				
2. (CCSS:)				
3. (CCSS:)				
<p>Materials/Resources/Media Technology Needed:</p> <ul style="list-style-type: none"> • • • 				
INSTRUCTION AND ASSESSMENT				
Minutes	INTRODUCTION			Accommodations
	<p>Anticipatory Set - <i>How do you... capture students' interest? activate prior knowledge? Introduce topic and learning objectives? make it relevant to students?</i></p> <ul style="list-style-type: none"> • • 			<p><i>Individualized attention-getting strategies to promote interest</i></p> <ul style="list-style-type: none"> •
Minutes	LESSON DEVELOPMENT			Accommodations
	<p>Step-by-Step Input - <i>Essential instruction to meet the objectives; What strategies do you use to teach the lesson?</i></p>			<p><i>Multiple means of input</i></p>

SERVICE | ACADEMICS | LEADERSHIP | TEACHING

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	<p><i>How do you teach the necessary academic language and language demands?</i></p> <ol style="list-style-type: none"> 1. 2. 3. 	<p><i>representation</i></p> <ul style="list-style-type: none"> •
	<p>Checking for Understanding – <i>How do you monitor student learning? List questions and strategies for checking understanding of inputs.</i></p> <ul style="list-style-type: none"> • • • 	
	<p>Model (“I do”) – <i>How do you model use of the knowledge, strategy, or skill? How do you model the related academic language and language demands?</i></p> <ul style="list-style-type: none"> • • 	
Minutes	GUIDED PRACTICE	Accommodations
	<p>Activities (“We do”) – <i>What research-based activities do you provide students to practice what they have learned? How do you monitor student use of the academic language and language demands? Do they work in groups or individually? How do you scaffold the practice? How do you provide feedback? Will success on guided practice activities lead toward success on the independent practice?</i></p> <ul style="list-style-type: none"> • • 	<p><i>Differentiation of activities and formative assessments</i></p> <ul style="list-style-type: none"> •
Minutes	INDEPENDENT PRACTICE	Accommodations
	<p>Assignments (“You do”) – <i>What assignment(s) do you use in class to check independent progress/mastery of objectives? How do you monitor student use of the academic language and language demands? How will you provide feedback on these assignments?</i></p> <ul style="list-style-type: none"> • • 	<p><i>Differentiation of summative assessments</i></p> <ul style="list-style-type: none"> •
Minutes	CLOSURE	
	<p>Summary and Connection – <i>How do you end the lesson to reinforce learning objectives? How do you connect this lesson to the next lesson?</i></p> <ul style="list-style-type: none"> • • 	
Minute	FURTHER INDEPENDENT PRACTICE AT HOME	Accommodations

S	<p>Homework (“You do”) - Describe the homework assignment and how you introduce it to the class. What are the... purpose and goals of the assignment? format? skill level required? possible opportunities for confusion?</p> <ul style="list-style-type: none"> • • 	<p>ns Differentiation of homework tasks or support materials for students or family to accompany tasks</p> <ul style="list-style-type: none"> •
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