ELA LESSON PLAN FORMAT

Teacher Candidate __________________________

Date ___________     Time _______________     Grade ________________

Lesson Title (subject) __________________________

Cooperating Teacher’s Signature __________________________

Description of Setting & Learners—How can you describe the learning environment? How can you describe the learners? What are their needs as learners? Explain the classroom and the children including a description of their cultural, linguistic, and developmental diversity.

Rationale (Linking Theory to Practice) - Why are you planning this lesson using these teaching strategies and/or activities? Describe how the selected teaching strategies and/or activities align with child development theory, learning theory, or current research on effective instructional practices.

Objectives – What do you want the students to learn and how will they demonstrate their learning? Write using illustrated verbs that are measurable and/or observable, and include the content that will be learned during the lesson.
Standards – Each objective is followed by the PA Core Standard(s). Some objectives may have more than one standard listed.

Materials/Resources – What materials and resources will the teacher and students use? List both those materials that you will need to have ready and those that learners must bring to the class including quantities. Materials referred to in the lesson plan should be attached when appropriate (learning guides, worksheets, handouts, etc.). Resources used in planning must also be listed including: websites, textbooks, apps, literature, trade books, or resource books (cited in APA 6). You must have an element of technology in your lesson.

Anticipatory Set / Motivational Technique (launch, engage, etc.) – How will you set the lesson in motion? How will you access prior knowledge? How will you build background if students lack prior knowledge? To what extent will students be able to interact with their peers for the purpose of accessing, extending, and refining their prior knowledge base? Provide specific questions you will ask. List the statements you will use to explain background knowledge.

Procedures and Instructional Activities – What is the flow of the lesson? What activities will be used? How will you differentiate instruction to meet the needs of all learners?
  * List the brief steps or progressions in a logical sequence.
  * Depending on the “type” of lesson being implemented, this section could look very different each time. In a direct instruction lesson, include the content that will be presented. In a student-centered
lesson, include ways to scaffold students as they work and prompts to give struggling students.

- Include key questions, key vocabulary, directions for tasks, and methods used to transition learner actions or thoughts between parts of the lesson.
- List accommodations/adaptations needed for culturally, linguistically, and developmentally diverse learners.
- Differentiated Instruction for students – emerging, at instructional level, and advanced.
- Home learning – How long will it take the students to complete? Is it purposeful? The rule is 10-minutes/grade level.

**Closure (summarize, evaluate, explain, elaborate, after phase, etc.)** – What important points will you want to review at the end of the lesson? How will you conclude the lesson so that the learners will integrate the newly learned information with the information they already knew? Include questions that will foster student-centered closure.

**Family Involvement Communication and/or Activity** – How can you involve families in this lesson? Describe an activity that can be shared with families to reinforce or extend the lesson. OR How can you communicate the objective(s) of the lesson with families? Compose a message for families that would explain the objective(s) of the lesson. Examples include, but are not limited to brief letters, e-mail messages, or newsletters.

**Assessment** – What evidence will you collect to indicate that each student met the objectives? Observation is a powerful tool in the middle level setting, but is often not sufficient in all settings. List the tool(s)
(rubric, checklist, observation tool, written assignment, etc.) that will be used to assess students.

**Professional Presentation** - Typed and written in a professional manner with no grammatical, punctuation, capitalization, or spelling errors.

**After Teaching Reflection** – How did your teaching impact student learning? What did you learn about your teaching styles and methods after this lesson?

Reflect on the following questions after you teach the lesson:

- Answer questions in the field packet