



Elementary and Secondary Lesson Plan Template

Author: Teacher Education Program
Date: Spring 2009
Series Number: IPPD008-X019-2009

The CENTER XCHANGE is a repository of documents produced by and about UCLA students, alumni, and faculty on the work of transforming public schools. The CENTER XCHANGE is managed by an editorial board that meets monthly to review submissions and develop new content. Access to these resources vary with copyright restriction, however Center X strives to provide open and free access whenever possible.

© copyright UC Regents 2009
Center X is part of the Graduate School
of Education and Information Studies at UCLA
1320 Moore Hall Box 951521
Los Angeles, CA 90095
www.centerx.gseis.ucla.edu

Introduction

In the Teacher Education Programming at UCLA we have been collaboratively developing standard templates for lesson planning and lesson planning commentary for both elementary and secondary. We encourage all our novice teachers to use our lesson plan templates to write their lesson plans while student teaching. We also expect them to write about their lesson using the prompts in the templates. Our goal with these templates is to encourage our students to think through the sequencing and flow of their lessons in advance, considering the practical necessities, the standards based objectives, and the theoretical frameworks.

UCLA Center X TEP
LESSON PLAN TEMPLATE

Your Name:

Date and Time of Lesson:

Grade Level:

Number of Students:

Standards¹

Objectives²

Assessment (formal and/or informal)

Strategies for English Language Learners and Learners with Special Needs

Materials and Resources

Instructional Sequence (instructional strategies and learning tasks)

- Introduction and explanation for students of the purpose of the lesson (___ minutes)

- Accessing prior knowledge (___ minutes)

- Teacher modeling (___ minutes)

- Guided Practice (___ minutes)

- Practice (independent, partner, group) (___ minutes)

- Closure³ (___ minutes)

Monitoring for student learning/understanding⁴

Reflection after the lesson⁵

¹Include both the number and wording of the standard.

²Identify what students will know (Informational Knowledge) and be able to do (Procedural Knowledge) as a result of this lesson.

³Identify how you will conclude this segment of the lesson.

⁴At one or more points during the lesson, how will you monitor students to find out what they know and understand? How will you assist students who are having difficulties with the lesson?

⁵Consider teaching and student learning with respect to both content and academic language development. What is working? What is not? For whom? Why? How does this reflection inform what you plan to do in the next lesson?

Your Name:

Unit/Lesson Title:

Grade Level and Content Area:

Number of Students

Total Amount of Time:

1. Social Justice Goals: How does this unit or lesson promote equity or benefit society?

2. Learning Goals/Standards: What concepts, essential questions or key skills will be your focus? What do you want your students to know at the end of this unit/lesson?

3. Rationale: Although part of the school curriculum, content standards, or ELD standards, why is this content important for your students to learn?

4. Identifying and supporting language needs: What are the language demands of the unit/lesson? How do you plan to support students in meeting their language needs?

5. Accessing prior knowledge and building upon students' backgrounds, interests and needs: How will you access each student's prior knowledge or provide necessary background knowledge of the topic at the beginning of the lesson? How do your choices of instructional strategies, materials and sequence of learning tasks reflect your students' backgrounds, interests, and needs?

6. Materials and Instructional Sequence: Using the Lesson Plan Template, describe the resources and materials you will use in the lesson as well as the instructional strategies/ learning activities you will use.

7. Assessment: Using the Lesson Plan Template, describe the formal and informal assessments you will use. Explain how the assessments you have chosen allow you to evaluate your students' learning of the goals/standards of the unit/lesson?

8. Accommodations: What accommodations or support will you use for students with special educational needs (i.e. GATE students, students with IEP's)? Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning.

9. Theory: Which theories support your unit/lesson plan?

10. Reflection: (*answer the following questions after the teaching of this unit/lesson*) When you consider the content learning of your students and the development of their academic language, what do you think explains the learning or differences in learning that you observed during the learning segment? If you could go back and teach this learning segment again to the same group of students, what would you do differently in relation to planning, instruction, and assessment? How would the changes improve the learning of students with different needs and characteristics?

UCLA Center X TEP
SECONDARY SEMESTER PLAN ELEMENTS

Content Goals:

What do you want students to learn during the semester? What standards, content and concepts will you address?

Skill Goals:

What do you want students to be able to do this semester? What skills will you work on developing with your students?

Units and Timeline/Dates:

What is the topic of each unit and how much time will you devote to each one? Include important dates of school events that will impact instruction (i.e. holidays and testing schedules).

Outline of Units:

What major concepts will be the focus of each unit? What key issues/topics/texts will students study in each unit? What specific skills will you focus on in each unit?

UCLA Center X TEP
SECONDARY UNIT PLAN ELEMENTS

Social Justice Goals:

How will this unit address important social justice themes?

Standard(s) Addressed:

What standards will be used as the basis for the content presented in this unit?

Concepts/Thematic Goals/Essential Questions:

What major concept(s) or theme(s) will be the basis for this unit?

Student Learning Objectives (include literacy, ELL, academic language and technology):

What do you want students to know and be able to do? How will you incorporate literacy and technology, as well as the needs of English Language Learners and students with special needs into this unit?

Assessment(s):

What formative and summative assessments will students engage in during the unit? What will the individual student produce or do to demonstrate achievement of the standard(s), concept, and learning objectives? How will you know what your students understand?

Timeline and sequence of unit:

What are the major steps of the unit? What is the range and sequence of topics to be addressed in the unit?

Theory:

What theories support your unit?

Rationale:

Why have you chosen these goals, concepts, assessments, and topics for your unit?

Bibliography:

What sources will you use in this unit? Be specific (i.e. list page numbers if appropriate)

Reflections (to be written after instruction):

What elements of this unit allowed students to achieve the goals? What elements need to be reconsidered or revised? Why?

UCLA Center X TEP
SECONDARY LESSON PLAN ELEMENTS

Lesson _____

If you are using multiple texts, indicate the text on each lesson plan.

Content standards that are the target of student learning (list the complete text of the relevant parts of each standard): (TPE 1)

English Language Development (ELD) standards (if applicable): (TPE 1)

Learning Objectives (both content and language): (TPE 1)

Formal and Informal Assessments: (TPE 2)

Instructional Strategies and Learning Tasks to Support Student Learning (what you and the students will be doing) (TPEs 1,4,5,6,9,10)

Resources and Materials: (TPEs 4,9)