

Eastern Long Island Academy of Applied Technology Lesson Plan Template

Teacher:	Date:	Unit:	Topic:
Learning Objective:		Aim/"I Can" Statements:	
Materials:		Summative Assessment & Scoring Tool:	
Questions/Discussion Prompts:		CDOS and/or Academic Standards:	
Differentiation:		Extension:	

Time		Instructional Practice (Consider student grouping, activities, engagement, work process, work product, collaboration, etc.)	Formative Assessment (Use a variety of formative assessments throughout the lesson to ascertain learning.)
estimated time		Do Now (What meaningful activity will students complete as soon as they enter the classroom?):	
estimated time		Anticipatory Set (How will students access prior knowledge and understand the purpose of their learning?)	
estimated time		Input/Instruction (How will students experience new learning?):	
estimated time		Application - Guided and/or Independent Practice (How will students practice new skills or progress toward mastery in existing skills?):	
estimated time		Closure (How will students reflect on, process or synthesize their learning?):	

Reflection: (What would you repeat or adjust in this lesson? What instruction will you plan based on formative assessments? What notes do you want to leave yourself for next time?)

Eastern Long Island Academy of Applied Technology Lesson Plan Template Definitions, Examples & Strategies

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Learning Objective Answers the question, What is it your students should be able to do after instruction that they could not do before?; is specific and measurable ; makes clear the intended learning outcome (rather than what form the instruction will take); focuses on student performance and includes verbs that indicate behaviors expected of students (list, describe, report, compare, demonstrate, assemble, distinguish, etc.). An overview multiple parts of a lesson plan can be found here .			Aim/"I Can" Statements: Two common ways that teachers communicate the lesson objectives to learners in student-friendly language are the Aim and "I Can" Statements. Either approach helps to: ensure that the objective is focused on the student; focus the learners on expectations; communicate high standards for success; support student confidence. Find more information on an Aim here , and click here for more information in "I Can" statements.	
Materials: List the materials you will need to deliver the instruction, including teacher materials (handouts, index cards, white board,), student materials (textbooks, notebooks,) and assessment materials (rubrics, checklists).			Summative Assessment & Scoring Tool: Occurs after a block of instruction and is a higher-stakes measurement of student learning (chapter or unit test, project or paper, midterm, etc.). See more information here and here , information on grading and giving feedback here , and a rubric for rubrics here .	
Questions/Discussion Prompts: Preparing questions and discussion prompts prior to class helps to ensure that students have the opportunity to engage in higher-order thinking, discussion with the teacher and among their peers, and lets teachers avoid yes/no questions, questions with the answers embedded, questions with a single line of inquiry/response, and other questioning pitfalls. Find more information here , here , here , and all over the internet.			CDOS and/or Academic Standards: List the standards that will be addressed in the lesson in this space.	
Differentiation: Teachers design instruction to meet each student where s/he is, either by modifying the content, process, product or environment to support differing learning styles, experience levels, background knowledge or other factors. Find more general information about differentiation here and specific to CTE here .			Extension: Prepare materials , resources or learning activities to extend learning for students who are deeply interested in a particular topic, finish work early, or require advanced learning opportunities, including second-year students. Depending on the need, extension can be completed in school or at home, graded or ungraded, individually or in pairs/groups.	
Time		Instructional Practice		Formative Assessment
estimated time	Do Now (What meaningful activity will students complete as soon as they enter the classroom?): Two key features of a Do Now are that they activate/generate student thinking and students can begin work independent of the teacher. Find resources here and here .			Formative assessment is low-stakes (not graded or a lightly-weighted grade) and informs teachers about student progress toward mastery of a subject or skill. A range
estimated time	Anticipatory Set (How will students access prior knowledge and understand the purpose of their learning?) Bridge the Do Now and Input with a segment that will spark student interest, prime students for learning and communicate the objectives and outcomes of the day's lesson. Here are some strategies to consider when designing your hook for learning.			of formative assessments can be utilized throughout a single class period to determine student understanding as the learning progresses. It is also used to plan future instruction, as formative instruction helps teachers determine, for instance,
estimated time	Input/Instruction (How will students experience new learning?): Determine the best way for students to acquire learning on a new topic, concept, process or skill. This could be via direct instruction, reading, video, exploration and inquiry, discussion, observation, etc. Consider a variety of formats for providing input, including whole-class instruction, small groups or pairs of students, jigsaw activities, posing questions at a variety of levels and with clear purpose, and differentiating materials/resources to meet student needs. Here is a link to 60 Instructional Strategies that can be used in this lesson segment or others. Determine how you will balance the role of facilitator, direct instructor, and coach.			which topics or skills require more or less instructional time, appropriate student grouping, and need for differentiation. There are seemingly endless resources on formative assessments online, so take time to do a search every now-and-then to discover new approaches that fit your
estimated time	Application – Guided and/or Independent Practice (How will students apply new learning or progress toward mastery of a concept or skill?): To cement learning, students need the opportunity to apply and practice what they have learned. Consider various practices as you design this lesson segment, including modeling, demonstration, or sharing exemplars or work samples that would best prepare students to apply their learning; guided practice versus independent practice; student grouping or independence, and providing individual feedback as students are engaged in their work. Find a document with some hallmarks of student-centered learning here or here .			needs. You can also find ideas here , here and here . Information specific to questioning and discussion techniques can be found here and here . And you can also find rubrics for "softer" assessments like class participation, engagement or
estimated time	Closure (How will students reflect on, process or synthesize their learning?): With a clear and purposeful closure activity, teachers can identify misunderstandings and/or confirm student learning, and students can internalize and reinforce key concepts. Links to resources with closure activities can be found here and here . Many closure activities could be adapted to Do Now activities for the next day.			discussions (here are some links , and there are a wide range of other examples available online).
Reflection: (What would you repeat or adjust in this lesson? What instruction will you plan based on formative assessments? What notes do you want to leave yourself for next time?) Reflection is an integral aspect of effective teaching, and all elements of lesson design, implementation and instruction can benefit from ongoing reflective practices. As with every element of teaching, there are ample resources available to guide your reflection, including those in these links .				

