

Medaille College Department of Education

Lesson Plan

Teacher Candidate's Name:		Date:
Context for Learning (edTPA)		
<p><i>Where is the school where you are teaching located? City: _____ Suburb: _____ Town: _____ Rural: _____</i></p> <p><i>Grade level: _____ Number of students in the class: _____</i></p>		
Students with IEPs/504 Plans		
<i>Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment.</i>		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
Students with Other Learning Needs		
Other Learning Needs	Numbers of Students	Supports, Accommodations, Modifications

Lesson ____ of a ____ Day Learning Segment

Subject and Lesson Topic:

Grade Level:

Lesson Duration:

Central Focus of the Learning Segment

The central focus is an understanding that you want your students to develop. It is a description of the important identifiable theme, essential question, or topic within the curriculum that is the purpose of the instruction of the learning segment (Making Good Choices, 2016).

Knowing Your Learners

Using Prior Knowledge

What do you know about your students' prior academic learning as it relates to the central focus? (edTPA Handbook, Task 1, Prompt 2a)

How will you use this knowledge to inform your instruction? (edTPA Handbook, Task 1, Prompt 3a)

Using Student Assets

What do you know about your students' personal, cultural, and/or community assets as they relate to the central focus? (edTPA Handbook, Task 1, Prompt 2b)

How will you use this knowledge to inform your instruction? (edTPA Handbook, Task 1, Prompt 3a)

Curriculum Standards		
Objectives <i>Using Bloom’s Taxonomy, include statements that identify what students will be able to do by the end of the lesson and are aligned to the standards identified above.</i>	Assessment <i>Using formal and/or informal assessment tools, how will you evaluate and document your students’ progress on each of the objectives?</i>	Modifications to Assessments <i>If applicable, explain how you will adapt assessments to allow students with specific needs to demonstrate their learning. (edTPA Task 1, Prompt 5b)</i>

Academic Language Demands <i>(edTPA Task 1, Prompt 4c)</i>		Instructional Supports <i>Strategies teachers provide to help learners understand, use, and practice the concepts (edTPA Task 1, Prompt 4d)</i>
Function <i>Looking at your standards and objectives, choose the one Bloom’s word that best describes the active learning essential for students to develop understanding of concepts within your lesson.</i>		
Vocabulary <i>Key words and phrases students need to be able to understand and use</i>		
Syntax <i>Describe ways in which students will organize language (symbols, words, phrases) to convey meaning.</i>		
Discourse <i>How members of a discipline talk, write, and participate in knowledge construction and communicate their understanding of the concepts</i>		

Instructional Process	Accommodations and/or Modifications and/or Supports
Anticipatory Set/Motivator	
Instructional Procedures	
Closure	

List all materials and/or technology tools required for the lesson.

Key instructional materials must be attached. These materials might include such items as class handouts, assignments, slides, and interactive white-board images.