

Marywood University  
Common Lesson Planning Sheet

Title of Lesson \_\_\_\_\_ Subject(s)/Content Area \_\_\_\_\_ Grade level(s): \_\_\_\_\_  
 Name: \_\_\_\_\_ Lesson Duration: \_\_\_\_\_ Date Lesson is Taught \_\_\_\_\_

<p><i>National/State Standards (as required by subject area) You can find the standards on <a href="http://PDESas.org">PDESas.org</a> Always state the Standard code and explanation of the code. (ie: Standard - CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20)</i></p>	<p><b>Objectives/Goals</b> <i>(List a <b>minimum 2 or more</b>) Must align with the standard. Goals must be measurable (see mastery for measurement specifics) and observable</i>  The students will be able to....</p>	<p><b>Learning Activities</b> <i>Listing of all activities. Each activity should meet objectives/goals Examples: Discussions, Bell Ringers, YouTube videos</i></p>	<p><b>Assessment Tool</b> <i>Tools can be both formative and summative</i></p>	<p><b>Mastery or Performance Level Criteria</b> <i>(Evidence that they mastered the material)</i></p>

**Instructional Plan**

Materials/Equipment:

**Academic Vocabulary, as applicable:**

*Vocabulary will be based on lessons. Some lessons may not have specific vocabulary or may have limited vocabulary*

## Instructional Procedure(s)

Include the estimated time for each section

<b>Introduction (anticipatory set, access prior knowledge)</b>  Brief review of the lesson, Recalling Information, Asking questions, Anticipation guides, beginning a KWL chart, etc. What can you do to get students thinking?	<b>Body of Lesson</b>  Review of previous content &/or explanation of new material Direct Instruction: (I do) Guided Practice: (We do) (identify purposeful Scaffolding, i.e. hints, resources, questions) Independent Practice: (You do) (What will students do on their own?) (this can be collaborative groups as well)	<b>Closure and Transition</b>  Review/Revisit ideas from the lesson

Extension Activities for the Lesson  
Technology  
Literacy  
Game/Activity

### **Differentiation of Instruction**

Accommodations/Modifications for Students – (Utilize the principles of UDL., ie. , IEP, ELL, GT, Physical, Social Emotional, Speech, Disinterested, low-performing students) (What will be available for everyone?) (What will individual students need? Give examples. What will you do for lower or higher performing students?)

**References/Resources:** ( If old lesson plans were used, cite. Cite websites)

### **Reflection of Lesson (To Be Completed after the lesson is taught)**

**Analysis of Student Learning:** Outcome of the lesson assessment (Return to page 1 to review performance criteria/ measurement of mastery)

**Reflection of the Lesson:** (Thoughts on the lesson, changes you would make, what worked and what did not)