

Marywood University
Common Lesson Planning Sheet

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

| National/State Standards (as required by subject area) <i>You can find the standards on PDESas.org 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> | Objectives/Goals <i>(List a minimum 2 or more) Must align with the standard. Goals must be measurable (see mastery for measurement specifics) and observable</i> The students will be able to.... | Learning Activities <i>Listing of all activities. Each activity should meet objectives/goals Examples: Discussions, Bell Ringers, YouTube videos</i> | Assessment Tool <i>Tools can be both formative and summative</i> | Mastery or Performance Level Criteria <i>(Evidence that they mastered the material)</i> |
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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

| Introduction (anticipatory set, access prior knowledge) Brief review of the lesson, Recalling Information, Asking questions, Anticipation guides, beginning a KWL chart, etc. What can you do to get students thinking? | Body of Lesson 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) | Closure and Transition Review/Revisit ideas from the lesson |
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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](#))