**Winona State TPA-Referenced Lesson Plan**

**Teacher Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade & Subject Area:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date for Planned Lesson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Personal Goal: What lesson delivery skill do you want to improve?**

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|  | \*Examples are given in the right hand column. When submitting your lesson plan, you may either replace the given examples or leave them intact. |
| **Lesson Title** | Example: Line symmetry |
| **MN/CC State Standard(s)**  - direct quote from MN standards  documents  - if only focusing on one part of a given standard, underline the part being focused upon | Example: MN Standard: Geometry.4.G.3: Recognize a line of symmetry for a … |
| **Central Focus**  - derived from standard,  - communicates general goal | Example: Read and comprehend nonfiction texts. |
| **Learning Target for this Lesson**  - concisely says what students will be able to know and do  - start with appropriate language function (active verb) | Possible language functions: Identify, explain, summarize, interpret, contrast, justify…  Example: Explain how X plays a role in…. |
| **Academic Language (AL)**  a. Domain-specific Acad vocabulary  b. General Academic vocabulary  (words used in school across many subject areas)  c. Syntax Sentence Frame: Example sentence that students can use to accomplish target  d. Point in lesson where students will be given opportunity to use Academic Vocabulary (Note: It  is important that this appear in TPA videotape segments | a. Domain-specific academic vocabulary ex: perpendicular, separatist, fable.. |
| b. General academic vocabulary ex: essay, illustrate, contrast, critique, table … |
| c. Sentence Frame ex: X & Y are different because... I agree with X because the text says |
| d. In Lesson Part 2 Assessment (below), students will be asked to explain X to a partner using at least 2 of the following words… |
| **Needed modifications/supports**  a. Identify how some form of additional support will be provided for some aspect of the lesson for given student(s)  - visual, graphic, interactive  - reduced text, rewritten text, fill-in the blank notes, word banks  - graphic organizers, sentence frames | Ex: BP will accomplish the stated target, with the added support of sentence frames and a word |
| **Resources & materials needed** | Ex: handout on X, Graphic organizer on Z, McGraw Hill textbook chapter 4, pp. 48-52. |

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| **Lesson Part** | Activity description / teacher does | Students do |
| **Phase 1**  **State Target & Activate** **Prior Knowledge**  a) Post the learning target statement and indicate whether the teacher or student(s) will read it aloud  b) Engage students in activity to elicit / build prior background knowledge | Ex Learning Target: Teacher will read: “Explain how X plays a role in….”  Ex Activate Prior Knowledge: Brainstorm what class has heard about different forms of government |  |
| Phase 1 Assessment  Explain the plan to capture data from this phase of the lesson | Assessment Example: Note responses with + or – on class roster |  |
| **Phase 2 Teacher Input / Inquiry** - Explain procedures  - Demonstration the task  - Teacher think aloud |  |  |
| Phase 2 Assessment  Explain the plan to check for understanding of steps / procedures demonstrated in this phase | Assessment Example: 3 quick questions (write out the questions). Individuals will write answers on indiv whiteboards and teacher will make note of students who miss 1 or more. |  |
| **Phase 3 Guided Practice**  - Paired/collaborative work  - Teacher(s) may roam & assist |  |  |
| Phase 3 Assessment  Explain the plan to check for ability to apply demonstrated steps/procedures during guided practice | Assessment Example: Ask “turn and talk” question. Walk around and make note of overheard misconceptions. |  |
| **Phase 4 Independent practice**  - Individual student work |  |  |
| Phase 4 Assessment  Explain plan to check for ability to apply demonstrated steps/procedures during independent practice | Assessment Example: Check indiv answers on handout. |  |
| **Phase 5 Restatement & Closure** a) Restate learning target  b) Explain a planned opportunity for students to self-assess their perceived level of mastery for the target. | Assessment Example: Students will raise 1 to 3 fingers in the air to indicate how solid their understanding is from 3 (I could explain this to someone else) to 1 (I want would want it explained to me again before explaining it to someone else) |  |
| **Phase 6 Summative Next Steps**  Attach a class roster (first names only) with space to indicate for each student the needed next steps of instruction. | Assessment Example: (3 columns on attached roster)  Reteach, Extend Slightly, Transfer to new situation/topic |  |

\*This lesson plan is based on the work of David Denton (2013) with added modifications. An introductory video to the basics of the plan is available at <https://www.youtube.com/watch?v=-yCj7IMyWAQ>.

Updated 1/2016