

## 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.
<b>Lesson Title</b>	Example: Line symmetry
<b>MN/CC State Standard(s)</b> - 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: <u>Recognize a line of symmetry</u> for a ...
<b>Central Focus</b> - derived from standard, - communicates general goal	Example: Read and comprehend nonfiction texts.
<b>Learning Target for this Lesson</b> - 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....
<b>Academic Language (AL)</b> 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...
<b>Needed modifications/supports</b> 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	Ex: BP will accomplish the stated target, with the added support of sentence frames and a word

- graphic organizers, sentence frames	
<b>Resources &amp; materials needed</b>	Ex: handout on X, Graphic organizer on Z, McGraw Hill textbook chapter 4, pp. 48-52.

Lesson Part	Activity description / teacher does	Students do
<b>Phase 1</b> <b>State Target &amp; Activate Prior Knowledge</b> 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	
<b>Phase 2 Teacher Input / Inquiry</b> - 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.	
<b>Phase 3 Guided Practice</b> - 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.	
<b>Phase 4 Independent practice</b> - 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.	

<p><b><u>Phase 5 Restatement &amp; Closure</u></b></p> <p>a) Restate learning target  b) Explain a planned opportunity for students to self-assess their perceived level of mastery for the target.</p>	<p>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)</p>	
<p><b><u>Phase 6 Summative Next Steps</u></b></p> <p>Attach a class roster (first names only) with space to indicate for each student the needed next steps of instruction.</p>	<p>Assessment Example: (3 columns on attached roster)  Reteach, Extend Slightly, Transfer to new situation/topic</p>	

\*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