



UofL Official Lesson Plan Template: SOLO Days

Lesson Plan Template with description.

This lesson plan template **must** be used for your ONE day, TWO day, and three/ FIVE day SOLO days. Submit these plans to your mentor teacher and University Supervisor at least 24 hours in advance. If one of the lessons is being observed, submit to the observer at least two (2) days prior to the scheduled observation to allow for review and feedback. This template was adapted from the official lesson plan form. Each question below is mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference.

Name:

Solo Day Date(s):

Data on Students:

Ages/Grades of Students:

Number of Students in Class:

Number of Students having IEP:

Number of Gifted Students:

Number of English Language Learners (ELLs):

Insert daily class schedule here.

Then, insert the following template for each content area taught during the SOLO day experience.

Content:

Time:

1. Learning Target(s)/Objectives (PGES 1C).

List the content area standards and lesson learning target(s)/objective(s)

Standard(s):

Objective(s):

Learning target(s):

2. Formative Assessment (PGES 1F).

Describe and include (paste below or attach) the formative assessment(s) to be used to measure student progress during this lesson.

3. Lesson Procedures (PGES 1E). *Describe the sequence of strategies/activities and assessments you will use to engage students and accomplish your learning targets/objectives. Be sure to use a Workshop Model as your template for the lesson.*

Repeat the above template as needed throughout the Solo Day experience.



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Content:

Time:

1. Learning Target(s)/Objectives (PGES 1C).

Standard(s):

Objective(s):

Learning target(s):

2. Formative Assessment (PGES 1F).

(paste below or attach)

3. Lesson Procedures (PGES 1E).

Workshop Model: (see other frameworks below)

Warm-up, Mini-lesson, Guided Practice, Independent Practice, Closure *Assessment*



Workshop Model Frameworks for lesson procedures:

Workshop Model for most content (Mathematics, Social Studies, etc.):

Warm-up, Mini-lesson, Guided Practice, Independent Practice, Closure *Assessment*

Reading

Before Reading, During Reading, After Reading

Science

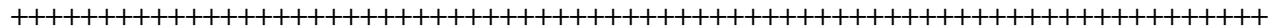
Engage, Explore, Explain, Elaborate, Evaluate

Writing

Prewriting, Drafting, Revising, Editing, Publishing

Writing

Connection, Teach, Have a go, Off you go , Wrap up





UofL Official Lesson Plan Template:
Lesson Plan Template for observations

Lesson plan **must** be submitted to the observer at least two (2) days prior to the scheduled observation to allow for review and feedback. This template will be assessed using the Kentucky Teaching Standard #2 U of L Rubric or rubric(s) for other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components.

Name:

Date of Observation:

Data on Students:

Ages/Grades of Students:

Number of Students in Class:

Number of Students having IEP:

Number of Gifted Students:

Number of English Language Learners (ELLs):

Lesson Title:

1. Context: Describe the Students for which this Lesson is Designed (1B)

Identify your students' background, special needs, cultural differences, interests, and language proficiencies.

2 Lesson Learning Targets/Objectives (PGES 1A; 1C)

a. Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.) All learning targets/objectives are student-centered, observable, and measurable.

Standard(s):

Objective(s):

Learning target(s):

b. Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.) All learning targets/objectives are student-centered, observable, and measurable.

Standard(s):

Objective(s):

Learning target(s):

c. Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.) All learning targets/objectives are student-centered, observable, and measurable.

Standard(s):

Objective(s):

Learning target(s):

3. Students' Baseline Knowledge and Skills (PGES 1B, 1F)

Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. **Attach copies of baseline data and all assessments used.**

4. Formative/Summative or Summary Assessment(s) (PGES 1F)

Describe and include the formative assessment(s) to be used to measure student progress during this lesson (**for learning**).

Describe and include the assessment to be collected and analyzed for next steps instruction. (For the purpose of this template, summative or summary will refer to the assessment of learning **for this lesson**.) **Attach copies of the formative assessments, summative or summary assessment, and student self-assessment to be used.**

5. Resources (PGES 1D)

Identify the resources and assistance available to support your instruction and facilitate students' learning. Include the use of available technology when the technology will facilitate planning, implementing, assessing of instruction, and facilitate student learning.

6. Lesson Procedures (PGES 1E)

Describe the sequence of strategies/activities and assessments that will use to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. *Be sure to use a Workshop Model as your template for the lesson.*

- Describe how your instruction will be differentiated to meet the needs, interests, and abilities of your students.
- Identify the questions you will use to promote higher order thinking and encourage discussions.

7. Watch For----- (PGES 2 and 3)

Identify specific indicators for Standards 3 or 4 (or other professional standards) that you would like specifically observed during this lesson. These standards are mapped to PGES Domain 2- Classroom Environment and PGES Domain 3- Instruction.