

SMSU School of Education Lesson Plan

Section 1: Lesson Information and Planning Context

Teacher Candidate:	Date:
Subject/Course:	Grade:
Lesson Topic:	Lesson Duration:
Instructional Setting: ☐ Whole Group ☐ Small Group ☐ Individual ☐ Other:	Class/Group Demographics: Total Number of Students: Accelerated Learners: Multilingual Learners: Students with IEPs: Students with 504 Plans: Students Requiring Additional Support:

Section 2: Learning Foundations

Standards Alignment

Content Standard(s):

- [MN K-12 Academic Standards](#)
- [ECIPS](#)
- [AGED](#)
- [Social Emotional](#)
- [Special Education Core Skills](#)
- [Special Education: ABS](#)
- [Early Childhood Special Education](#)

PE/Health/DAPE: *(if applicable)*

- Consider Psychomotor, Cognitive, and Affective
- Must include all three Domains in each of the above

Language Standard(s) (WIDA/Discipline-Specific): *(if applicable)*

- [WIDA Standards Satchel](#)- digital web tool and interface used by educators to easily look up, navigate, and integrate [WIDA English Language Development \(ELD\) Standards](#) into curriculum planning and lesson design.

Professional/Program Standards (if applicable):

IEP Goal(s) *(if applicable)*

Learning Objective(s)

Learners will:

- 1.
- 2.
- 3.

Prior Learning and Readiness

- Pre-Requisite Knowledge/Skills
- Baseline Data - What assessment data informed this lesson?

Common Misconceptions

What might be misunderstood or could be unclear during your lesson that you can address if needed? (homophones, synonyms, cultural meanings, etc.)

Section 3: Academic Language

Language Function(s)

(Explain, compare, justify, analyze, summarize, etc.)

Key Vocabulary

List the academic vocabulary words or phrases that your students will use in this lesson.

Language Demands

- Reading: *(if applicable)*
- Writing: *(if applicable)*
- Speaking:
- Listening:

Language Supports

List supports such as picture cards, anchor charts, word walls, graphic organizers, verbal/non-verbal cues, closed captioning, sentence frames, text to speech technology, etc.

Section 4: Research-Based Instructional Design

For the Research-Base section of your lesson plan, identify at least one research-based framework that supports what you are teaching and/or how you are teaching it. Choose the framework that best aligns with your lesson and briefly explain how it is reflected in your instructional decisions.

Provide a complete APA citation for the source(s) that supports your selected framework or practice.

Research Summary (EBPS, HLPs, UDL):

Describe how educational research supports:

- Content (what)
- Pedagogy/Instructional Strategy (how)
- Assessment

Evidence-Based Practices (EBPs) – The specific, researched program/strategy

Identify and justify the EBPs used.

[Identifying and Selecting a Practice or Program](#)

High-Leverage Practices (HLPs) - The “how”

Identify and justify the HLPs used.

[Crosswalk: High-Leverage Practices and High-Leverage Practices in Special Education](#)

[High-Leverage Practices Crosswalk – with examples](#)

[High-Leverage Practices in Special Education Students Pillars - CEEDAR Center](#)

[High-Leverage Practices – Teaching Works Resource Library](#)

Universal Design for Learning (UDL) – Engagement, Representation, Action & Expression

Identify and justify the UDL principles used.

[The UDL Guidelines](#)

Citation(s):

List citations of supporting scholarly works in 7th edition APA format.

Section 5: Materials and Resources

In this section, you will list all materials and resources needed for this lesson as applicable.

Consider the following:

- Physical Materials (curriculum, manipulatives, etc.)
- Digital Resources/Technology
- Assistive Technology
- Set up and/or placement of materials within environment

Include visuals of the materials and resources in this section or at the end of the lesson plan.

Section 6: Differentiation and Learner Supports

Describe the instructional supports, accommodations, scaffolds, modifications, and enrichment strategies that will be embedded throughout the lesson to address the diverse learning needs identified in the Class/Group Demographics section.

Learner Group(s) Planned Supports

- Accelerated Learners (*if applicable*)
- Multilingual Learners (*if applicable*)
- Students with IEPs (*Know their IEPs - include accommodations/modifications*)
- Students with 504 Plans (*if applicable*)
- Students Needing Additional Support (*if applicable*)

Examples of Planned Support

- Preview and pre-teach key vocabulary using visuals and student-friendly definitions.
- Break complex concepts into smaller, manageable chunks.
- Use think-alouds to demonstrate problem-solving strategies.
- Provide sentence frames or discussion prompts.
- Allow students to demonstrate learning through multiple formats (written response, oral presentation, visual representation, video, etc.).
- Allow the use of assistive technology.
- Include visual support, diagrams, graphic organizers, or real-world examples.
- Allow extended time when appropriate.
- Establish clear routines and transitions.
- Provide verbal and visual directions.
- Provide opportunities for independent inquiry or research.
- Offer more complex applications or analysis tasks.
- Allow students to create original products that extend learning.

Section 7: Lesson Sequence

Script your teaching steps. Write what you will *do*, *say*, and *have students do* during each phase of the lesson. Provide enough detail so that another teacher can follow your plan and deliver the lesson.

Instructional Procedures (Scripted Delivery) For each step, include:

- Teacher Actions: What will you do?
- Teacher Language: What will you say? Include key questions, directions, and explanations.
- Student Actions: What will students do and say?
- Estimated Time: How long will this step take?

Course instructors will provide additional guidance for lesson-specific requirements. If a specific instructional routine or instructional framework is required for the lesson, the instructor will communicate those expectations and provide related directions as needed.

Opening / Engagement

Instruction

- Explicit Instruction/ Modeling
- Guided Practice
- Collaborative Practice
- Independent Practice
- [5 Es](#)
- Selected HLPs
- Instructional Transitions
- Opportunities to Respond
How will students actively participate throughout the lesson?
- Positive Feedback Plan
How will immediate, specific feedback be provided?

Closure

How will the students know the lesson is complete?

Section 8: Assessment**Success Criteria**

Students will demonstrate mastery by:

Checking for Understanding

How will you determine who met the learning targets and who requires additional support?

Informal Assessment

Examples: Observations, Anecdotal Notes, Discussion Responses, Exit Ticket

Formal Assessment

Examples: Progress Monitoring

Progress Monitoring - What evidence will be collected and how will it inform instruction?

Progress monitoring is the ongoing, frequent collection and use of formal data in order to (1) assess students' performance, (2) quantify a student's rate of improvement or responsiveness to instruction or intervention, and (3) evaluate the effectiveness of instruction and intervention using valid and reliable measures. Educators use measures that are appropriate for the student's grade and/or skill level. - [Center on Multi-Tiered System of Supports](#)

Section 9: Classroom Environment and Behavior Supports

Examples of Engagement Strategies

- Think-Pair-Share
- Turn and Talk
- Quick Writes
- Gallery Walk
- Jigsaw
- Socratic Seminar
- Four Corners
- Learning Stations
- Cooperative Learning
- Peer Teaching
- Project-Based Learning
- Problem-Based Learning
- Inquiry Activities
- Interactive Read-Alouds
- Hands-On Exploration
- Simulations
- Educational Games

Transitions and Routines

- Moving from whole-group instruction to small-group work
- Entering the classroom and beginning the lesson (bell-ringer/do-now)
- Distributing and collecting materials
- Cleaning up and returning materials
- Lining up or preparing to leave the classroom
- Closing the lesson and transitioning to the next activity or class period
- Attention signal (hand signal, call-and-response, chime, etc.)
- Daily agenda review
- Technology use expectations

Positive Support Structures (Instruction, Behavior)

Select only those supports intentionally planned for this lesson. Consider both instructional supports (how students access learning) and behavioral supports (how students engage and participate successfully).

Tier 1 Supports (Universal: for all students)

- e.g. Clear learning targets and success criteria, visual schedules, agendas, or lesson outlines, Think-Pair-Share and cooperative learning opportunities, opportunities for movement and active engagement, positive behavior expectations and routines, behavior-specific praise and encouragement, checks for understanding throughout the

lesson, flexible seating or choice in learning activities

Tier 2 Supports (Targeted: for some students)

- e.g. small-group reteaching or guided practice, additional modeling and examples, sentence starters, graphic organizers, or note-taking supports, frequent check-ins or progress monitoring, referential seating, peer mentor or peer partner support, goal-setting and self-monitoring tools

Tier 3 Supports (Intensive: for individual students)

- e.g. individualized instruction or intervention, one-on-one conferencing or reteaching, modified assignments or alternative assessment formats, specialized accommodations outlined in an IEP, 504 Plan, or individualized support plan, check-in/Check-out (CICO) system, individual behavior intervention plan (BIP), frequent individualized feedback and reinforcement, collaboration with specialists, counselors, or support personnel

Section 10: Reflection and Professional Growth

Student Learning Analysis & Next Steps

To what extent did students meet the lesson objective(s)?

Whole Group (*if applicable*)

- Percentage meeting the success criteria: ____%
- Evidence of Learning: What assessment evidence supports your conclusions?
- Next Steps for Whole Group: Based on these results, what should the class do next? (e.g., move forward, review a concept, provide additional practice)

Small Group(s) (*if applicable*)

- Group: ____ | Percentage meeting the success criteria: ____%
- Evidence of Learning: What assessment evidence supports your conclusions?
- Next Steps for this Group: What targeted instruction, support, or enrichment is needed?

Students Receiving One-on-One Instruction (*if applicable*)

- Success Criteria Met or Not Met
- Evidence of Learning: What assessment evidence supports your conclusions?
- Next Steps for this Student: What targeted instruction is needed based on success criteria. (e.g., reteach, reinforce, move forward)

Lesson Reflection

Reflect on the effectiveness of your instruction, including how well student learning outcomes were achieved.

- Which instructional strategies, activities, or decisions were most effective in supporting student learning?

- How did the lesson address the diverse learning needs of students and promote equitable participation?
- Based on student performance and engagement, what would you revise for future teaching and why?