**LESSON PLAN**

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| **1. Lesson Plan Information** | |
| **Subject/Course:** | **Name:** |
| **Grade Level:** | **Date: Time:** |
| **Topic:** | **Length of Period:** |

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| **2. Expectation(s)** |
| **Expectation(s) (*Directly from The Ontario Curriculum):***  **Learning Skills *(Where applicable):*** |

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| **3. Content** |
| ***What do I want the learners to know and/or be able to do?***      **Today learners will:** |

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| **4. Assessment (collect data) / Evaluation (interpret data)**  **(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)** |
| ***Based on the application, how will I know students have learned what I intended?*** |

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| **5. Learning Context** |
| **A. The Learners**  **(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?***  **(ii) *How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners?* (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)** |
| **B. Learning Environment** |
| **C. Resources/Materials** |

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| **6. Teaching/Learning Strategies** |
| **INTRODUCTION**  ***How will I engage the learners?* (e.g., motivational strategy, hook, activation of learners’ prior knowledge, activities, procedures, compelling problem)**  **MIDDLE:**  **Teaching: *How does the lesson develop?***  **How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).**  **Consolidation and/or Recapitulation Process*: How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?***    **Application: What *will learners do to demonstrate their learning?* (Moving from guided, scaffolded practice, and gradual release of responsibility.)**  **CONCLUSION: *How will I conclude the lesson?*** |

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| **7. My Reflections on the Lesson** |
| **What do I need to do to become more effective as a teacher in supporting student learning?** |