### COMPONENT 1 PREPLANNING

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<th>Content Objective (Student-Friendly Language):</th>
<th>Lesson Model Type:</th>
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<td>Connection Analysis (TEKS):</td>
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### COMPONENT 2 LESSON SET UP

Setup (including classroom arrangement, materials/supplies, grouping, etc.):

### COMPONENT 3 LESSON OPENING

Opening:

### COMPONENT 4 LESSON BODY

Instruction (Active Participation; Check for Understanding; Critical Teaching Skills; Accommodations; Questions):

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**CONCORDIA LESSON PLAN TEMPLATE**

**TOPIC**

**DATE**

**COMPONENT 1 PREPLANNING**

**TASK**

Connection Analysis (TEKS):

Content Objective (Student-Friendly Language):

Lesson Model Type:

- Direct Instruction
- Informal Presentation
- Structured Discovery

Language Objective:

Objective Rationale:

Key Terms:

**COMPONENT 2 LESSON SET UP**

Setup (including classroom arrangement, materials/supplies, grouping, etc.):

**COMPONENT 3 LESSON OPENING**

Opening:

**COMPONENT 4 LESSON BODY**

Instruction (Active Participation; Check for Understanding; Critical Teaching Skills; Accommodations; Questions):
COMPONENT 5 EXTENDED PRACTICE
Practice (supervised and/or extended):

Selected Interventions (pre-planned individualized support):

COMPONENT 6 LESSON CLOSING
Closing:

COMPONENT 7 EVALUATION
Evaluation:

COMPONENT 8 PROFESSIONAL/ REFLECTION
- How do I feel about the lesson overall?
- Are there learners who need more instruction, time, or practice the next day?
- Have the majority of learners accomplished the learning objectives?
- Is there a need the next class session for tiered assignments to reinforce or extend today’s learning?
- Is there sufficient evidence to indicate that the concepts, skills, or processes should be retaught in a new way the following day?
- Is the class ready to move on to another objective?
- What was learned from the experience
- How does this lesson planning or this particular lesson challenge or confirm your identity as a teacher?