

**LESSON PLAN TEMPLATE**  
(For Massachusetts Schools)

Date \_\_\_\_\_  
Teacher \_\_\_\_\_  
School & State/Region \_\_\_\_\_  
Grade + Subject \_\_\_\_\_  
Topic \_\_\_\_\_

**Essential Questions:**

- 1.
- 2.

**Lesson Objectives:** students will be able to:

- 1.
- 2.

**Curriculum Framework/Learning Standard(s):**

**Materials and Resources:** (attached if applicable)

**Formative Assessments:**

**Warm-up Activity:**

**Procedures**

**Instructional Practice:** Include time budget/pacing; possible questions to ask students; student grouping (cooperative learning) strategies; how you will communicate high standards and expectations when beginning, carrying out, and completing the lesson; how you will make the content comprehensible for ELL students. Bullet steps in enough detail that a substitute could teach the lesson.

**Closing/Ticket to Leave**

**Homework** (if applicable):

**Adaptations/Modifications for Students**

At differing achievement levels, learning styles, multiple intelligences, language backgrounds of individual students.

**Pitfalls and Solutions** (What could go wrong and how will I handle it?)

# The Stone Soup Leadership Institute

## Teacher Training Workshop

The Stone Soup Climate Education Curriculum is a comprehensive library of dynamic educational tools that makes it easy for teachers to educate their students about the challenges we face and how they can be part of the solution. Teachers gain confidence and proficiency in teaching climate education through practical application of a Lesson Plan and personalized feedback from an experienced teacher.

First, using the Stone Soup Climate Education Curriculum they select from multiple Language Arts and STEM activities to populate a Lesson Plan template customized to their state (shown below for Massachusetts). Next, our experienced **STEM** teacher uses the Lesson Plan Feedback Form to document personalized feedback in the form of Glows (what worked), Grows (areas for growth) and Suggestions (a resource extension to their Lesson Plan).

They are then asked to make improvements to their Lesson Plan based on the feedback.

### Lesson Plan Feedback Form

Dear Teacher,

The first sentence will be a high-level complement to the teacher.

I am going to share Glows, Grows, Suggestions. Please let me know if you have any questions or feedback for me!

**Albert Perez, Teacher Trainer**

Glows	Grows
<ul style="list-style-type: none"><li>- The first glow will be about one section of their lesson (Do Now, Pitfalls &amp; Solutions, Closing, etc.) and highlight the strength of their teacher choice.</li><li>- The second glow will be similar to the first, but will include open-ended questions to leave the teacher thinking about their practice and their planning.</li></ul>	<ul style="list-style-type: none"><li>- The first grow will address a section of the teacher lesson plan that can easily be improved. A grow might also address a misconception the teacher might have. The teacher should see why the growth could be effective if addressed.</li><li>- The second grow will be as the first, but also include meaning-provoking questions. This would help the teacher think about the <b>WHY</b> of a particular section/activity/move in the lesson plan. If students can understand 'why' they are doing an activity, it can help engagement.</li></ul>

### Suggestions

- A suggestion is usually an addition to something already in the lesson plan. It could be an additional resource or an additional activity that can extend the learning. A suggestion could indirectly address a grow. It can be a suggestion that pushes the teacher to think about a grow and implement a quick change their moves/lesson/.