SEATTLE PACIFIC UNIVERSITY

Teacher Education Lesson Planning Guide

How to use this guide

This guide includes three worksheet templates that can be downloaded and used together or individually, depending on where you are in the lesson planning process. Each section contains prompts or reflection questions to help you think through every aspect of equitable lesson planning, including considerations for individual learning needs, instructional strategies, content and curriculum.

You will type directly into each section and delete the directions as you go, so that only the section titles and your own work remain.

What's included

The pre-planning worksheet – This worksheet allows you to show your knowledge of the assets and prior knowledge that your learners bring to the content, especially regarding language acquisition and lived experiences. You will also show your knowledge of individual learning (IEP, 504) needs here. Think of this worksheet as the big/macro ideas that anchor your instruction. The objectives here include the lesson itself, the unit, the content standards, and several other standards that might be relevant to the lesson such as SEL, ISTE or WIDA.

The instructional plan – This worksheet is the detail/micro, or the step-by-step playbook for your actual lesson. This is where you outline your teacher moves, and also what student learning will look like during instruction. *You will always have an instructional plan*, so this worksheet will be used each time. Only the individual lesson objectives are included for this worksheet, though you may choose to include more as appropriate.

The reflection worksheet – This worksheet is completed after you teach the lesson, with prompts that push you to think about student learning and your instructional choices. You may complete this on your own, or after an observation with you mentor, supervisor, or for a class.

Resources for Lesson Planning

Screencast of how to use the SPU Lesson Planning Guide

Pre-Planning Worksheet

Use this tool as a guide when you begin planning your lesson or unit. While some categories might not be relevant for every lesson, they should all be considered. ***Write your response in each box and then erase the italicized guided prompts and suggestions as they are addressed.***

Title	**Fractions day 1**
Standard	**RL.4.1. Students will underline and quote details from the text in o**
Unit Objectives	Students will fold paper strips and draw tape diagrams and number lines to decompose the numbers 1 and 2 into unit fractions. They write an equation to represent the decomposition as a sum of fraction units.
Learning Target (LT)/Lesson Objective	Students will fold paper strips and draw tape diagrams and number lines to decompose the numbers 1 and 2 into unit fractions. They write an equation to represent the decomposition as a sum of fraction units.

Academic Language	*Academic Language Identify for Each Lesson:* Students will decompose fractions with the same denominator to represent a sum of fractions. Students will describe how fraction units are based around a whole number. Students will identify different ways to decompose the same fraction.	**Prompts and Strategies for Supporting and Mediating Language for Students:** *When and how will students use these demands in your lesson? Think about multilingual learners. What will they do?* *Choose from this chart:* Language Supports: Type an "X" in the box to the left of any supports that will be used in the lesson.

Sensory Support	Graphic Support	Interactive Support
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Number Lines	In triads or small groups
Pictures & photographs	Tables	In whole group
Illustrations & diagrams	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	
Physical activities	Graphic organizers:	Using the Internet or software programs
Videos & films		
Broadcasts		
Models & figures		In the native language
Other	Other	With mentors
		Other

For example: Students will ***categorize*** *by*

- *Matching everyday oral content related words and phrases to pictures, diagrams, or photographs (listening)*
- *Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures)(speaking)*
- *Matching key content-related terms and ideas to images, graphs, icons, or diagrams (reading)*
- *Listing content words or phrases that relate to the topic (writing)*

Culturally Relevant and Sustaining Pedagogy: Building on Students' Prior Knowledge and Assets for Anti-Racist Teaching	***Choose one or more of the following prompts to demonstrate knowledge of your students:*** 1. *What do students know about the content and language prior to the learning segment? What can they already do, and what are they learning to do? (This may be a result of prior academic knowledge from previous lessons or learning experiences or cultural or linguistic knowledge)* Students are already familiar with decomposing whole numbers on a number line and with a tape diagram.
Differentiated Instruction	Students will fold paper strips, use tape diagrams, number lines, and number bonds. This will allow students to use different problem solving strategies. Students may prefer one of these methods .

Instructional Plan

(*This is your very detailed step-by-step of the lesson)*

Teacher Candidate Name Erin Gitar	**Date and Title of Lesson 2/02/23** **Fractions day 1**
Standard(s)4.NF.B.3.a Decompose fractions into a sum of fractions with the same denominator in more than one way.	**Lesson Objective/Learning Target** Students will fold paper strips and draw tape diagrams and number lines to decompose the numbers 1 and 2 int unit fractions. They write an equation to represent the decomposition as a sum of fraction units.

	Points to Consider for Your Instruction: ***What the Teacher Does***	**Points to Consider for Student Engagement** ***(Ask Yourself, "What Does Learning/Engagement Look Like?")***
Hook *(sequence begins)*	Units make up one whole- how many quarters are in a dollar?	Students will understand that 4 quarters make up one dollar.
Instructional Segment and Student Supports	Teacher will ask students "what do you know about fractions? Teacher will have three to four students share something they know about fractions. Teacher will have students fold paper in halves, thirds, fourths, fifths, sixths, sevenths, and eighths. "Today we will be decomposing fractions that have the same denominator. The denominator tells us how many units are in the whole." Teacher will show four quarters and explain how each one represents ¼ of a dollar. "The 1 dollar is the whole number, and the quarters are the 4 units that make up the whole." Teacher will then show 6 quarters and how this represents a dollar and a half. Teacher will model how to use tape diagrams, the number bond, and the number line, all of which can be used to solve these types of problems.	Students will read and engage with learning target, ask questions. Students will see visuals of fractions. Images that look like a pizza will be used. This will be broken into whole class, small group, and individual tasks. Students will explain what they already know about fractions. Students will identify that the denominator is the number of units the whole is made up of. Students will relate to quarters and understand that 4 make up a dollar. They will know that the dollar is the whole unit. Students will fold paper strips, use tape diagrams, the number bond, and number lines to show different problem solving strategies.
Formative Assessments	Teacher will listen for what type of understanding students have about fractions in the whole group lesson.	As a whole group students will show progress of moving towards the learning target by creating tape diagrams and number lines and answering questions.

	Teacher will also circulate when students are working in pairs and individually to find out what type of understanding students have.	In small groups students will share their understanding of what a fraction represents. Students will work with representations on number lines, with tape diagrams, and the number bond. Individually students will work on number lines and tape diagrams showing their progression towards the learning target.
Closure Student Voice and Summative Assessments *(sequence ends)*	Teacher will have students complete an exit ticket, from this teacher will know how to guide the next lesson. Teacher will also ask students how they are feeling with these problems in today's lesson? I will assess how my teaching of the lesson went and decide if I should make changes to the next day's lesson.	Students will complete the exit ticket and check in with the teacher explaining how they feel they did with the problem on the exit ticket.

Reflection Worksheet

After the lesson, reflect on your instruction and on the student evidence of learning. Choose one or more of the following prompts to help guide your reflection.

Teacher Candidate Name Erin Gitar	**Date and Title of Lesson** **Fractions day 1** **3/6/23**
Reflective Prompt	**Teacher Candidate Response**
What would you have done differently to support particular learners or groups of learners?	
What will you do next to support particular learners or groups of learners?	I will continue to cover the concept that fractions are based around one whole. It is the denominator that tells you how many units are in the whole.
What opportunities are there for building on student assets and funds of knowledge in future lessons?	
How did the learning environment in this lesson prohibit or promote student success? How did I consider and incorporate students' social-emotional learning assets and needs?	
Which IPC rubrics best match my lesson, and how can I use the rubrics to assess my growth and set goals?	