

USU Lesson Plan 1



USU Lesson Plan

Candidate: _____ **Date:** _____

Grade Level: _____ **Subject Area(s)/Topic(s):** _____

Length of Lesson: ☐ Single-day lesson ☐ Multi-day lesson	Size of Lesson: ☐ Whole-class lesson ☐ Small-group lesson	Name of Instructional Model: ☐ Explicit/Direct Instruction ☐ Inquiry, Problem-based lesson, or Project-based lesson ☐ Other: _____
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Students Learning Profile:

English Language Development Levels of Students in the Class or Group: (Please check all that apply)			Student(s) present with:
☐ Emerging ☐ Expanding ☐ Bridging	☐ ELD 1 (Beginning) ☐ ELD 2 (Early Intermediate) ☐ ELD 3 (Intermediate) ☐ ELD 4 (Early Advanced) ☐ ELD 5 (Advanced)	☐ IFEP (Initially Fluent English Proficient) ☐ RFEP (Predesignated Fluent English Proficient) ☐ English only	☐ IEP ☐ 504 Plan

PLAN

Before you can begin your lesson, it's important that you first plan. Follow the steps below to begin the planning process. Along the way you will find blue tip boxes--- delete these boxes

once you don't need them anymore by clicking on the box and clicking "delete" on your keyboard.

ONE | STANDARDS

Before you begin, make sure you utilize the appropriate state **Academic K-12 Standards**.

Standard:

- Copy and paste standard(s) here
- Copy and paste standard(s) here
- Copy and paste standard(s) here

TWO | PREREQUISITE KNOWLEDGE

Consider what students should know and be able to do before you can begin this lesson objective or learning segment. Fill out the boxes below to begin brainstorming.

What do your students know?	What can your students do?	How can you build on this prerequisite knowledge?

THREE | OBJECTIVES

Lesson Objective(s)/Goal(s):

Write a precisely worded content objective that clearly and completely explains what the students will be able to do by the end of the lesson to demonstrate their learning.

- Write objective here
- Write objective here
- Write objective here

Language Objective(s):

Write one or more formal and precisely worded language objectives that clearly explain the language skills your English learners will need during the lesson.

- Write language objective here
- Write language objective here
- Write language objective here

FOUR | VOCABULARY/ACADEMIC LANGUAGE

List new vocabulary and academic language to teach from the lesson or text.

- List vocabulary here

FIVE | MATERIALS (INCLUDING TECHNOLOGY & VISUAL AIDS)

List all materials and technology you will need for the lesson.

- Add materials here

SIX | CLASSROOM MANAGEMENT STRATEGIES (INCLUDING ROOM ARRANGEMENTS & STUDENT GROUPING PLAN)

Describe specific classroom management techniques, grouping plans, and/or classroom arrangements you intend to employ throughout your lesson.

- Add classroom management strategies here

SEVEN | SUPPORTS, DIFFERENTIATION, ACCOMODATIONS, AND/OR MODIFICATIONS FOR SPECIFIC STUDENTS OR GROUPS

Describe strategies, procedures, and/or processes necessary to make this lesson comprehensible for all students. For instance, in order to support English Learners, you may want to include props, pictures, and/or demonstrations to aid comprehension.

- Add supports, differentiation, accommodations here

TEACH

Now that you have planned, it's time to teach your lesson! This portion of the lesson plan will vary according to the instructional model indicated during the planning phase.

ONE | LESSON PROCEDURES/STEPS

Opening: Describe how you will motivate students and introduce the lesson.

Lesson Objectives: Describe how you will explain what is going to happen during the lesson and what the students will be required to do at the conclusion of the lesson. Write the objective in student language so they understand what they are supposed to do.

Connect to Previous Learning: Review prerequisites or review previously learned content & relate it to the new lesson.

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Provide a Motivator: Describe how you will engage your students, so they are focused on the lesson and interested in the content. You might decide to show an interesting picture or object, pose a stimulation question, or present something that sparks curiosity and leads to student investigation.

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Engage Students in Higher Order Thinking: Describe how you will engage your students in higher order thinking (i.e., analysis, synthesis, evaluation, interpretation, and transfer) activities.

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Body of the Lesson:

List, describe, or script your instruction using the following sections.

Teach New Concepts/Skills: Thoughtfully sequence the new information, concepts, vocabulary, academic language, and strategies/activities that you will present/provide for your students. Input or instruction can be provided by any number of engaging methods in addition to teacher explanation and textbooks.

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Demonstrate/Model/Examples: Describe techniques or skills you intend to model or demonstrate. It is important to not only tell students what to do, but to also show them what to do.

Check for Understanding and Informal Assessment: Describe how you will monitor learning & check for understanding at various points in the lesson. The information you gather about student learning will let you know if you need to adjust the pace of your lesson, repeat explanations, provide more modeling, or clarify student misunderstandings.

Guided Practice: Describe what kind of guided practice activities you have planned to help students accomplish the objective. Guided practice allows your learners to rehearse the new information, skill, technique, action, &/or procedure with your assistance & guidance.

Independent Practice: Describe what your students will do independently to prove that they have mastered the lesson objective(s). Independent practice allows learners to practice something without assistance or direct guidance and may occur as a later extension (at home or during another lesson). While not all lessons will include true independent practice, all lessons should result in evidence of student learning in some fashion.

Assessment: Describe how you will formally/informally assess student work or behavior to determine whether the objective(s) were met for all students.

THREE | REVIEW/CLOSING

Closing: Describe how you will review and conclude your lesson. Include a statement describing the next activity or subject. Make sure to discuss with students what was learned, how this information is important, and if applicable, how students can use this information. Tell me what you told them.

REFLECT

Now that you have taught the lesson, it's time to reflect. Choose one of the following questions and write your response.

1. What was most effective about this lesson and how do you know?

2. If you were going to teach this lesson again to the same group of students, what changes would you make to address collective whole class learning and individual student needs as identified in the student learning profile?
3. How did your questioning and/or feedback during instruction build understanding of key concepts, related skills, higher level thinking and student discourse? How do you know?
4. Based on your responses above (#1-3), how would formal/informal assessment data from the lesson inform the changes you would make in the next lesson in this series?
5. What is one piece of evidence that indicates you created a challenging, positive learning environment that promoted mutual respect among students and welcomed various perspectives?

Reflect: Bold the question above that you will be answering and write your answer in the box below.