

## SOU Lesson Plan

### *Directions*

The SOU Lesson Plan template is divided into sections. Consider these directions and examples to support your lesson creation. Make sure you reflect on *your* teaching and learning goals for the unique lessons rather than using general statements.

- ❖ **The Central Focus** would be the main idea or topic of the lesson. If this lesson is part of a multi-lesson experience (learning segment or unit), this central focus remains the same for each lesson. This should be a sentence or two identifying the topic and enduring understanding(s).
- ❖ **Standards:** List content standard(s) including reference number that will be taught and assessed in **this** lesson. Even though this single lesson may be part of a unit with many addressed standards, **ONLY** use those that are being taught and assessed within **THIS** lesson.
- ❖ **Learning Objectives:** List performance objective(s) for the lesson. These content objectives focus on the **learning** that will take place. Utilize language from the standards to help ensure alignment and keep you focused. These are often written using this format: **Students will** (state the behavior – use language from the standards by (state how the students will show that they are meeting the objective – remember this part should be observable and/or measurable).

Example:

Students will compare and contrast folktales by creating a Venn diagram in which they detail similarities and differences between two versions of Cinderella.

- ❖ **Student-Friendly Objective:** Re-write your learning objective(s) in terms that are more easily understood by your students - often written as “We can...” or “I can...” statements.
- ❖ **Alignment with Bloom’s Taxonomy:** Benjamin Bloom asserted the importance of all learners working at all levels of his taxonomy, therefore, as an educator, you need to be flexible and creative in your lesson design to make sure you move your students through the varied levels. Consider with this lesson how you are doing this and explain where the bulk of your teaching will fall. [Bloom’s Taxonomy resource](#)

Knowledge  
Understand  
Apply

Analyze  
Evaluate  
Create

- ❖ **Assessment(s):** Identify the various assessments you will implement to ensure you capture the impact on student learning. You may **not** need to document all three types of assessment listed below (1-3) for every lesson. Feedback plan (#4) is required.

1. Consider your students' prior knowledge and how you will determine that (pre-assessment)
2. Identify your plan for ongoing assessment during your teaching (formative)
3. Describe briefly what evidence you will assess to indicate students have met the intended objective(s). This summative assessment should have specific data that can be collected and measured.  
{Attach a copy of the summative assessment or tool you will use to capture and evaluate the evidence, making sure it is aligned to the standard(s).}

#### **4. Include your plans for providing feedback to your students.**

- ❖ **Instructional Strategies:** There are a great many ways to teach - teacher moves. You want to identify those that are going to be especially beneficial in teaching this unique lesson. List specific strategies being used in **this** lesson.

Examples:

- |                        |                          |                    |
|------------------------|--------------------------|--------------------|
| ● anchor chart         | ● gradual release of     | ● learning menu    |
| ● cooperative learning | responsibility (GRR)     | ● lecture          |
| ● discussion           | ● inquiry-based learning | ● read aloud       |
| ● flipped classroom    | ● jigsaw                 | ● scavenger hunt   |
| ● games                | ● journaling             | ● Socratic seminar |
| ● graphic organizer    | ● KWL chart              | ● think/pair/share |

- ❖ **Materials and Resources:** List materials and resources needed for this lesson. Digital resources should include title of website, URL link, and date retrieved.

- ❖ **[Universal Design for Learning](#) / Differentiation Plan:**

There are three UDL Guidelines you want to consider to ensure all students are providing the most effective learning environment:

- Engagement
- Representation
- Action and Expression

Use the linked website to UDL Guidelines through Cast for descriptions for each guideline.

Similar to your instructional strategies, there are a number of techniques you will use to best meet the learning needs for ALL of your students. **Summarize** the plan for accommodation or modification during the lesson for students with specialized needs.

Consider techniques you will use to differentiate **content**, **product**, **process**, and the **learning environment** for **all** students.

For example:

- *Differentiated content*: Student materials will be available for students in English and Spanish
- *Intentional grouping*: JT and LJ will be placed in the same small group. LJ has the coaching skills to support JT who is struggling with reading comprehension.
- *Differentiated process*: The entire class will be grouped heterogeneously. Each group member will have an assigned role to support the collaborative learning model established within this classroom
- *Visuals*: Wall charts of a Venn Diagram with pictures from two other fairytale stories will support the whole class. Copies of these charts will be provided for desk use to FE and KN who are English Language Learners.
- *Checking in*: As groups move into place, check in with YD and RS (organization support) to make sure they have the necessary materials with them for the project. Early in the independent practice, ensure each group has identified the roles for the project and there is clarity on expectations. Throughout the work time, pose more complex questions to PF and WE (gifted students)

Within the BODY of the lesson use *italics* to set off where these differentiation steps take place. Include any accommodation(s) necessary for the summative assessment.

- ❖ **Procedure**: This section is the longest part as it outlines with quite a bit of specificity the actual steps you will take in teaching this lesson. It is used as a reference during teaching. It should be written so that a substitute could teach the lesson. Describe each step of the lesson. You don't need to script the content word for word but rather write the Open, Body, and Close as a **detailed** outline. (Include anticipated times for each element)

- **OPEN**: Explain how you will activate students' prior learning and communicate the purpose for the lesson. The "anticipatory set" or "hook" is intended to get your students interested in what you have to teach and increase motivation to learn.
- **BODY**: The body of the lesson depends upon the structure and strategies being used. Be detailed about the various steps you will use throughout the main portion of your lesson. Include possible questions you may ask students to

deepen their learning and elicit their use of academic language.

*Throughout the Body of the lesson, include **specific** accommodations you will use for students from special populations. Identify student(s) using initials. Document the accommodation at the exact point in the lesson – using *italics*.*

For Example:

*During the Think/Pair/Share, FG will be partnered with HG who has a higher level of proficiency in Spanish.*

- **CLOSE:** Describe your plan to draw this lesson to a close.
  - How do you facilitate students making sense of what they have learned?
  - How did students build on prior knowledge and how are you encouraging them to be curious about the next lesson or opportunity to learn?
  - How will students encapsulate, connect, or extend their new understandings?
- **Reflection:** This is **ONLY** completed following the *actual* implementation of this lesson during student teaching. You will share this reflection with your mentors.

**Assessment:**

- What observations and/or formative assessment data do you have to gauge learning?
- How did the students perform in relation to the learning objectives?
- How will you support students to use your feedback to improve in the future?
- What will your next teaching steps be based on this assessment data?

**Differentiation:**

- How did your planned differentiation methods effectively support students from special populations?
- What additional accommodations might be necessary to improve student success?

**Other thoughts:**

- What went well?
- What surprised you?
- What would you change if you were to teach this lesson again?

## SOU Lesson Plan Template

Central Focus Grade Level Lesson Number	
Standards(s)	
Learning Objective(s)	
Student Friendly Objective	
Alignment/Level of Bloom's Taxonomy	
Assessment(s):	
Feedback Plan	
Instructional Strategies	
Materials & Resources	
<a href="#"><u>Universal Design for Learning</u></a> (Engagement, Representation, Action and Expression)  Differentiation Plans	
Procedure (Open, Body, Close)	

Reflection	
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