UVU Lesson Planning Guide (with tips)

Name:   Subject and Grade Level:    Lesson Length:

I.   Standards
A.   Utah State Core Curriculum Standard(s)
(http://schools.utah.gov/arc/corr/CoreBinder2013/index.html or http://www.uen.org/core/)
Copy and paste the entire standard right from the webpage for the Utah Core Standards – do not just write the number. This includes your content and the literacy and/or math standard.

B.   Central Focus
What do you want students to know? Write a description of the overarching core concept that you want students to develop within the learning segment/unit.

II.   Intended Learning Outcomes
(Remember that the standard(s) listed above are often not measurable and that you may only be addressing them in part.)
A.   Lesson Objective
Create a statement that will more specifically define what students will learn from your lesson about the standard(s) listed above. This may be taken or modified from your core.

B.   Learning Target/Indicator
What will students do to show what they know? Use verbs from Bloom’s taxonomy (and underline them) to indicate the observable and/or measurable targets that are aligned with your lesson’s learning objective(s). Indicators should be clearly connected to lesson assessments and instructional procedures.

III.   Assessment of Student Progress
(You should clearly describe your plan for lesson assessments—pre, formative, and summative—here. Refer to the lesson indicators you articulated above. In addition to describing your informal and/or formal assessments here, you should also identify them as they are used throughout your instructional procedures.)
A.   Pre-assessment. How will you determine students’ prior knowledge with regard to today’s learning targets? (Remember that a review of previously learned material or a warm up activity is not necessarily the same as a pre-assessment)

B.   Formative assessment. How will you verify that each student is progressing toward your learning targets/indicators? Your formative assessment may be formal or informal, but it should be directly linked to the lesson’s learning target/indicator – the same verb should occur. In addition to describing what students will do, you should also briefly indicate what your expectations are for evidence of acceptable student understanding. These assessment results should be used immediately to inform instruction.

C.   Summative assessment.
   o Include here a statement about how mastery of today’s indicators (as measured by the lesson’s formative assessments) will contribute to success on a future, more formal, broader summative assessment for the entire learning segment/unit. How does today’s learning fit into the big picture?
   o If you are including a formal summative assessment for this lesson, be sure to show how you will be evaluating student work (scoring guide, rubric, etc.).

IV.   Preparation
A.   Students’ prior knowledge and skills. Identify and list knowledge and skills that will be applied in this lesson, including formulas, concepts, or vocabulary.

B.   Teacher preparation
   o Bullet any prior preparation you need to do for this lesson; for example, gaining background knowledge, arranging for your students to use a computer lab, etc.

   Materials
   o Bullet any materials you will need to gather for this lesson; for example, list handouts, markers, books, DVDs, technology, etc.

C.   Academic Language
   a.   Language Function
        Identify the content and language focus of the learning task represented by the active verbs within the learning outcomes.
b. **Language Demand**

Choose two or more specific ways (vocabulary, syntax, discourse) that academic language is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.

i. **Syntax**

The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).

ii. **Vocabulary**

List 1 – 5 key vocabulary words that students should begin to understand or continue to build knowledge of during this lesson. This could include (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.

iii. **Discourse**

How will your students use written or oral language to participate in knowledge construction? Will your students be practicing any particular text structures in writing or discussion?

c. **Language Support**

What activities or tasks are planned in the lesson that directly support learners in understanding and use the language demands that you’ve outline above (vocabulary, language function, and discourse or syntax) to deepen content understandings.

D. **Technology Use**

Indicate here any technology you may be using as a tool to assist student learning, including, but not limited to: laptop, projector, DVD player, television, Elmo, Smart Board, Internet (include url), software, apps, clickers, blogs, podcasts, or Web Quests.

E. **Student preparation** *(if applicable)*. How should students prepare for this lesson (bringing homework or materials, completing readings, etc.)?

V. **Instructional Procedures**

Be sure to clearly describe how you will engage students in your lesson and/or encourage them to contextualize their learning for the lesson content. Every lesson should include the pre-, formative, and summative assessments you described above, and every lesson should include a closure or summary activity. Include also plans for

- **Differentiation**. How will you modify the environment, the product, the process, or the content to meet student needs? **Be sure to describe and clearly label these in your lesson procedures in bold type** (e.g. Modify product for readiness for Xstudent by ______).

- **Class Management**. Describe how you will review class norms and expectations for student behavior during the lesson.

- **Instructional Models**. Identify the instructional model(s) used in your lesson and include the steps for that model in your procedures. Number and label each step and explain how you will proceed with that step in your lesson. Be as specific with your descriptions as possible. During class discussions, for example, include examples of the questions you will ask as well as some expected responses.

- **Attach any supplementary materials you will use in your lesson**. This includes anything you would give your students beyond the textbook they already have or readings that are readily available (e.g. graphic organizers, handouts, PowerPoint presentations, quizzes, etc. For a PowerPoint, you may attach a print out of the outline view.) If you are supplementing your lesson with video clips, include the name of the movie and the chapter. If you are supplementing with the Internet, cite the URL.

VI. **Accommodations**

**Accommodations** are not the same as acts of differentiation! They are actually legally binding interventions formalized by a team of teachers and specialists at the school (referred to as a student’s “504” or “IEP” plan), and you must provide them whether you think the student needs them or not. Also, you cannot provide accommodations to a student who does not have a 504 or IEP. Copy these from students’ 504 or IEP plans.