Lesson Planning Guide (with tips)

I. Standards
Utah State Core Curriculum Standard(s)
(http://schools.utah.gov/arc/curr/CORE/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.

II. Intended Learning Outcomes
Remember that the standards listed above are often not measurable and that you may only be addressing them in part. You will need TWO additional statements here.
Central Focus
What do you want students to know? Create a lesson focus that will more specifically define what students will learn from your lesson about the standard(s) listed above.
Learning Target
What will students do to show what they know? 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 informal assessments here, you should also identify them as they are used throughout your instructional procedures.)
Pre-assessment. How will you determine students’ prior knowledge with regard to today’s learning?
Formative assessment. How will you verify what each student is learning about those objectives? Your formative assessment may be formal or informal, but it should be directly linked to the lesson’s learning objective(s). 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.
Summative assessment. This assessment may formal or informal.
- You may choose to include here just an informal written statement about how well students are mastering material from this lesson (as measured by the lesson’s formative assessments) that will be included in a future, more formal, broader summative assessment.
- 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
Students’ prior knowledge and skills. Identify prior student knowledge and skills that will be applied in this lesson, including formulas, concepts, or vocabulary.
Teacher preparation. Bullet any prior preparation you need to for this lesson; for example, gaining background knowledge for your lesson, planning for smooth transition between activities, arranging for your students to use a computer lab, etc.
- Materials
List any materials you will need to gather for this lesson; for example, list handouts, markers, books, DVDs, transparencies, etc.
- Academic Language (Describe the language function, then plan how you’ll use general language supports to address use of two or more language demands (vocabulary, function, syntax, discourse). Finally, describe how you’ll plan to support your students as they address those language demands.
  - Language Function
Identify the content and language focus of the learning task represented by the active verbs within the learning outcomes. Common language functions in the language arts include identifying main ideas and details; analyzing and interpreting characters and plots; arguing a position or point of view; predicting; evaluating or interpreting an author’s purpose, message, and use of setting, mood, or tone; comparing ideas within and between texts; and so on.
- **Language Demand**
  Choose two or more specific ways (see below) that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
  - **Syntax**
    The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).
  - **Vocabulary**
    Includes words and phrases that are used within disciplines including: (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. List 1 – 5 key vocabulary words that students should begin to understand or continue to build knowledge of during this lesson.
  - **Discourse**
    How will your students use written or oral language to participate in language construction? Will your students be practicing any particular text structures in writing or discussion?

- **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.
  - **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), clickers, blogs, podcasts, or Web Quests.
    **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.

**Differentiation.** How will you plan to differentiate your strategies as they are included in your instructional procedures? These will be ways that you’ll address academic requirements or behaviors that may affect student learning. How will you change 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.**
  - **Describe how you will review class norms and expectations for student behavior during the lesson.**
  - **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.

**Accommodations.**
A **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” 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, regardless of how much you think that student deserves one. These might also be part of a student’s IEP plan.