

# LESSON PLAN TEMPLATE

## ETSU CLEMMER COLLEGE



UNDERGRADUATE INITIAL LICENSURE COURSES				
Licensure Programs	INTRODUCTORY (introductory learning opportunity)	Data Point I (Early Field Courses)	Data Point II (Residency I)	Data Point III (Residency II)
ECED PreK-3	EDFN 2400	ECED 3210	ECED 4680	ECED 4780
ISED K-5	EDFN 2400	CUAI 3500	CUAI 4241	CUAI 4590
SPED	EDFN 2400	SPED 3300	SPED 4710	SPED 4850
PE	EDFN 2400	PEXS 4007	PEXS 4717	PEXS 4850
Secondary		READ 4437	CUAI 4426	CUAI 4580
Art				
Music				
GRADUATE LEVEL INITIAL LICENSURE COURSES				
Licensure Programs	INTRODUCTORY (introductory learning opportunity)	Data Point I (Early Field Courses)	Data Point II (Residency I)	Data Point III (Residency II)
MAT – Middle Grades	EDFN 5420	EDFN 5420	CUAI 5458	CUAI 5570
MAT - Secondary	EDFN 5420	EDFN 5420	CUAI 5438	CUAI 5580
MAT – Job-Embedded	EDFN 5420	EDFN 5420	CUAI 5590	CUAI 5590
SLIB M.Ed.				
ECED MA	ECED 5440	ECED 5440	ECED 5617	ECED 5580
SPED M.Ed.		SPED 5301	SPED 5710	SPED 5580

**INTRODUCTORY:** No Data Collected; Candidates Are Introduced to Lesson Plan Components

**DATA POINT 1:** Complete All Areas of the Lesson Plan Except Subject Specific Emphasis, Knowing Your Learners, Academic Feedback, & Co-Teaching Strategies

**DATA POINT 2:** Complete All Areas of the Lesson Plan

**DATA POINT 3:** Complete All Areas of the Lesson Plan

Lesson Title:

Grade/Level:

Date/Learning Experience #:

Curriculum Standards		Essential Question(s)/I Can Statement(s)	
State Curriculum Standards – Underline your <u>language/vocabulary words</u>		What question(s) or I Can statement(s) drive your instruction?	
Lesson Objective(s) – Student Learning Outcome(s) for this learning experience		Subject Specific Emphasis (CUAI)	
Objectives use active verbs, are measurable (if applicable), and link to standards. Consider using Bloom's Taxonomy or Webb's Depth of Knowledge. Please number objectives. 1.		For each objective, please indicate which Subject Specific Emphasis is being addressed. <a href="#">Click here for more information.</a> 1.	
Knowing Your Learners			
Describe pre-requisite skills students have that will help them meet the lesson objective(s). What is your evidence that students have acquired this/these skills(s)? This may include pre-assessment data; student personal, cultural or community assets you have gathered and observations you have made concerning your students.			
How will this information be used in planning the lesson?			
Assessment/Evaluation			
How will students demonstrate understanding of lesson objective(s)? These will be <b>highlighted in blue in the Instructional Steps Section.</b>		<b>Assessment/Evaluation Modifications</b> What modifications will you make on assessments/evaluations for students with diverse and/or special needs (i.e. students with IEP or 504, ELLs, struggling learners, advanced learners) and will these modifications be within/for small groups or individuals?	
<p><b>Informal Formative Assessments:</b> How will you monitor student progress towards lesson objectives as you are teaching? (i.e., formative, informal, and/or formal assessments)</p> <p><b>Formal Assessments:</b> What formative evidence will you collect to document student learning/mastery of lesson objective(s)? Please describe the upcoming Summative Assessment for these objectives.</p> <ul style="list-style-type: none"> <li>• <b>Formative –</b></li> <li>• <b>Summative</b> (What upcoming Summative Assessment are you planning for?)</li> </ul> <p><b>Evaluative Criteria:</b> For each formal assessment, list and/or describe the performance indicators or dimensions that are used to assess the evidence of learning. Evaluation criteria must be aligned with objectives and may examine correctness/accuracy, sophistication or elaboration of response, or quality of explanation. Often these are included in rubrics, performance checklists, or rules for awarding full versus partial credit.</p> <p><b>Academic Feedback:</b> For each informal and formal assessment describe how will you give academic feedback? How will your academic feedback promote student understanding of the learning objective(s) or state standard(s)?</p>			
Academic Language Demands			
<p><b>Key Language Task -</b> Describe a key language task (activity) from your lesson (discussion, group work, turn &amp; talk, debate, presentation, using cues, writing a paragraph, interpreting a graph, etc.). Describe how students will be required to use language in the activity and the desired outcomes. <b>Highlight your Key Language Task in the Instructional Steps Section.</b></p>			
<p><b>Language Objective -</b> Write a language objective for your Key Language Task. <u>Underline</u> the function (the verb, usually a Blooms verb (e.g., analyze, interpret, recount), that guides the language objective of the key language task. This objective should include a language product that students will either write, say, or present as a result of the language task and function.</p>			
<p><b>Language Function –</b> What is the one verb that guides the language in your Key Language Task? (This is not completed for Early Childhood)</p>			
<p><b>Syntax OR Discourse:</b> Describe the discourse OR syntax of this lesson. (Syntax: language conventions. Discourse: communicating content.) (This is not completed for Early Childhood)</p>			
<p><b>Vocabulary</b> <b>Academic Vocabulary</b> What specialized terms and phrases do students need to understand what they are expected to do?</p>		List:	

<p><b>Content Vocabulary</b> <i>What are the key vocabulary words, symbols, or sounds in this lesson?</i></p>	<p><i>How does this vocabulary connect to the objectives, state standards and function of the language demand?</i></p>		
<p><b>General Language Supports:</b> <i>Strategies used to support the whole class and may be used to support more than one demand (e.g., Venn diagram, learning partners, word wall, anchor chart, vocabulary cards, graphic organizer, sentence stems, pictures, table, chart, thinking map, modeling, sort, song, body movements, games). These strategies can cross disciplines and be used in a variety of lessons.</i></p>			
<p><b>Targeted Supports:</b> <i>Strategies that are designed specifically for the Key Language Activity and support a specific language demand (function, vocabulary, syntax or discourse) Examples might be Venn diagrams, graphic organizers, outlines, examples, sentence stems, modeling, which have been designed for the purpose of supporting a specific language demand.</i></p>	<p><i>In order to support the language function...</i></p> <p><i>In order to support the discourse (or syntax) ...</i></p> <p><i>In order to support the vocabulary...</i></p>		
<p><b>Individual Supports:</b> <i>Supports used to target the specific needs of an individual student (e.g., ELL, student with autism, struggling reader or writer, student with significant language delays). These students may or may not have been formally identified and may or may not have an IEP or 504 plan.</i></p>			
<p><b>Higher Ordered Thinking Questions, Activities, Engagement</b></p>			
<p><b>Questions and/or activities for higher order thinking:</b> <i>These are open-ended and cannot be answered by yes or no. There should be a high frequency of questions, asked at various points throughout the lesson to guide rather than direct student thinking. (from TEAM: Questioning, Problem Solving, Thinking Skills)</i></p> <p><b>Please highlight these in yellow in the Instructional Part of your plan below.</b></p>			
<p><b>Activities that require high levels of student engagement.</b></p> <p><i>Please describe the activities that students do in the lesson that require high levels of engagement. (These activities are more student-centered, requiring students to take more responsibility for learning.)</i></p> <p><u>Underline the text in the Students Do section below that describes these activities.</u></p>			
<p><b>Instruction</b> – When designing your instruction, consider when you will implement formal and informal assessments/evaluations, when you will provide feedback, and when you will teach academic language. Therefore, this section should include aspects written above.</p> <p><b>Highlight in yellow all Higher Ordered Questions and Thinking Activities.</b></p> <p><b>Highlight in blue all informal and formal assessments.</b></p> <p><b>Highlight in green your Key Language Activity</b></p> <p><u>Underline any activities/tasks that require high levels of student engagement.</u></p>			
<p><b>Lesson Part</b></p>	<p><b>Description of Activities and Instruction (Teacher Does)</b></p>	<p><b>Description of Activities and Instruction (Students Do)</b></p> <p><i>What do you plan for students to do during the major steps of this lesson? Please make your numbers correspond to the numbered steps in the other columns.</i></p> <p><u>Underline any tasks that require high levels of student engagement.</u></p>	<p><b>Meeting Individual &amp; Group Needs</b></p> <p><i>Plans instruction to meet the needs of individual students. Adaptations are tied to learning objectives. Consider ELL and other specific individual or group learning; includes requirements in IEP or 504 plans.</i></p>
<p><b>Opening</b></p> <p><i>Describe the beginning of your lesson which should include bellwork (if needed), a hook/motivator, presentation of objectives, state the learning, or Essential Question, introduction of topic. Additionally, relevance &amp; connections must be made to prior learning, personal,</i></p>	<p>1.</p>		

<p><i>cultural or community assets.</i></p>			
<p><b>Instructional Procedures/ Learning Tasks:</b> <i>Continue numbering your steps as they continue from the Opening. Provide specific step-by-step details of lesson content aligned with objectives, utilizing a variety of teaching strategies.</i></p> <p>Highlight in yellow all Higher Ordered Questions and Thinking Activities.</p> <p>Highlight in blue all informal and formal assessments.</p> <p>Highlight in green your Key Language Activity</p> <p><u>Underline Active Engagement Activities/Tasks</u></p>			
<p><b>Closure:</b> <i>Continue numbering to describe the end of your lesson. Make clear connections to real-world situations and require students to reflect on and apply their learning through verbal or written expression.</i></p>			
<p><b>Material/Resources:</b> <i>What do you need for this lesson? Identify, within a bulleted list, the specific materials and resources that you will use. Describe how these materials and resources add value, depth, and extend students' learning.</i></p>		<p><b>Technology:</b> <i>(a) Describe the technology you plan to use in your lesson, (b) How does the identified technology in your lesson improve student learning? If applicable, (c) explain how you will use this technology to support a variety of student needs within the learning environment, and (d) If you used this technology to design and implement formative and/ or summative assessments, please explain. Did you use the technology to collect and/ or analyze your data to inform instruction? Explain.</i></p>	
<p><b>Co-Teaching Strategies Used:</b> <i>(highlight and explain all that apply): One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental Teaching; Alternative (Differentiated); Team Teaching</i></p>			
<p><b>Management</b></p>			
<p>Management: <i>Explanation of processes and/ or procedures, transitions from one activity to another, strategies for gaining attention, motivating students to engage in the lesson and focus on learning (e.g. work boards, posted procedures, modeling, positive feedback, redirection). If management decisions were addressed above, please <b>bold</b> those processes and procedures.</i></p>			
<p><b>Theory/Rationale</b></p>			

