

Lesson Plan Format 1

<i>Name:</i>		<i>Content or Subject:</i>	One/two words	<i>Today's Date:</i>	The date you are submitting the LP
<i>Date to be Taught:</i>	The date you anticipate teaching the lesson	<i>Grade:</i>	The grade level of the students	<i>No. of Students:</i>	The number of students generally present in the class
<i>Central Focus of Learning Segment or Unit of Instruction:</i>	One sentence providing a general overview of the learning segment	<i>Lesson Focus:</i>	The focus of this lesson within the learning segment	<i>Lesson ____ of ____:</i>	This lesson is number X of how many lessons (total in learning segment)
<i>Connection to Prior Learning or Previous Lesson</i>	State how you will connect what is being taught in this lesson to what was previously taught to show how you are building (scaffolding) learning for your students.				
<i>Data Used to Inform Instruction</i>	What information will you use to determine where you are beginning instruction for this lesson? If it is the first lesson in a sequence, how did you determine where to start, pretest? If it is a lesson within the sequence what formative assessment data will be used to inform instruction? DATA goes here.				
<i>Alignment of Learning Objectives, Content Standards, and Related Assessments:</i> <i>NOTE: SPED should also include one learning goal for the learning segment based on the student's IEP academic goal.</i> <i>EXAMPLE: Student will refer to main ideas, details, and examples to explain their understand of,</i>	<i>Learning objectives stated behaviorally including criteria:</i>	<i>Content Standard:</i>	<i>Formative or Summative Assessment Strategy:</i>	<i>How will feedback be provided to the students:</i>	
	<p>In the process of "X", students will "Y" (action verb) as demonstrated by "Z".</p> <p>"X" is the context</p> <p>"Y" is the action verb (think Bloom's)</p> <p>"Z" is the criterion. The criterion must be measurable and formally assessed.</p> <p><u>EXAMPLE:</u> By rewriting an expression in a different form (context), student will show how quantities are related (action) by</p>	<p>Indicate the number and letter and state only the portion of the Ohio content standard associated with EACH objective.</p> <p><u>EXAMPLE:</u> Math 7.EE Understanding how quantities are related</p>	<p>State how you will assess each objective. Remember, each objective should be "formally" assessed through an exit slip or some other means. Although you will use many informal assessment strategies throughout your lessons (asking questions, observing student's answers written on a white board, think-pair-share) you must have a formal</p>	<p>State how you will provide feedback to the students.</p> <p><u>EXAMPLES:</u> written on the assignment, group feedback, individual conferencing, verbally end of class.</p>	

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<i>and draw inferences from, the text.</i>	<p>answering at least 80% of the questions correctly (criterion).</p> <p>Most lessons will contain 1-3 objectives. Add as many rows as needed to write each objective for this lesson.</p>		<p>assessment strategy for each objective.</p> <p><u>EXAMPLES:</u> Rubric/scoring guide, exit slip, quiz, homework assignment, quick write, Venn diagram, in-class written assignment.</p>	
<p><i>Academic Language Objective:</i></p> <p><i>Receptive/Expressive Communication Objective (SPED)</i></p>	<p>Each lesson should have an academic language objective in addition to objectives stated above. Think about how students will have to use oral or written language to develop and express content understandings. This objective should have a specific instructional support in the content/process/product/differentiation section of the lesson plan to show how the academic language will be taught and practiced by students. <u>Examples:</u> describe, compare, contrast, analyze, define. It may be appropriate to use the same AL objective across lessons.</p> <p>NOTE: World Language does not list academic language objectives; all target language use is academic language</p> <p>NOTE: For lessons with a language arts focus, the AL objective should be student use of the lesson objectives in context.</p> <p>NOTE: For special education, the academic language is expressed as a receptive or expressive communication skill that describe how the teacher will help the student either comprehend or express knowledge of the content.</p>			
	<p><i>Academic Learning objective stated behaviorally including criteria:</i></p>	<p><i>Content Standard:</i></p>	<p><i>Formative or Summative Assessment Strategy:</i></p>	<p><i>How will feedback be provided to the students:</i></p>
	<p>In the process of "X", students will "Y" (function) as demonstrated by "Z".</p> <p>"X" is the context</p> <p>"Y" is the action verb (think Bloom's)</p> <p>"Z" is the criterion. The criterion MUST be measurable and formally assessed.</p>	<p>Indicate the number and letter and state only the portion of the Ohio content standard associated with EACH objective.</p> <p><u>EXAMPLE:</u> ILA 4.2 Analyze similarities and differences between complex texts.</p>	<p>How will you know the students mastered the academic language objective for the day? Will this be part of your formative assessment, or something different?</p> <p><u>EXAMPLE:</u> Defining words, completing a "T" chart, question(s) on a quiz, 1 minute write</p>	<p>State how you will provide feedback to the students.</p> <p><u>EXAMPLES:</u> written on the assignment, group feedback, individual conferencing, verbally end of class.</p>

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	EXAMPLE: Given two texts (context), students will analyze (action verb AND academic language function) the difference between fiction and non-fiction by identifying 3 differences (criterion).			
<i>Description of Academic Language Demands from your objectives (lesson objectives or academic language objective)</i>	<p>List Vocabulary (content specific words). Do not list ALL vocabulary for the learning segment. List ONLY vocabulary that will be taught or reviewed in this lesson. Don't forget to define your vocabulary in the "content" column.</p> <p>List one AL "function" for the learning segment. What is it students MUST be able to do to participate orally or in writing to demonstrate their knowledge of the content they are learning?</p> <p>Describe Syntax and/or Discourse. Syntax—the way language is structured (parts of speech, graphs, tables, equations, visual cues. Discourse—distinctive features of how verbal, nonverbal, and/or written language is used in the content.</p> <p>SPED: Identify one communication skill related to the learning goal that the student(s) will need to use to participate in the learning tasks and/or demonstrate learning.</p>			
<i>Resources and Materials Required:</i>	Provide a brief list of what resources and materials will you/the students will need to participate in the lesson.			
<i>Accommodations for IEP students:</i>	List any accommodations you will make for IEP students as required by law and found on the student's IEP. Differentiation for other struggling learners goes in the targeted differentiation column.			
<i>Use of Technology to Enhance Learning:</i>	List technology the teacher and the student will use to enhance instruction and deepen learning for diverse students. State the ODEW standard.			
<i>Lesson Hook, Motivation, and/or Instant Activity:</i>	Briefly state how you will introduce the lesson to the students. How will you get them motivated or pique their interest in what you are teaching today? Sometimes this is done through an instant activity that "instantly" engages learners in some aspect of the lesson.			
<i>Content Information:</i>	<i>Process/Instructional Strategies/Learning Tasks/Planned Supports (including academic language supports):</i>	<i>Targeted Differentiation:</i>	<i>Product:</i>	
Most of your lesson plan (approximately 3/4 of it) should be the section on content, instructional strategies, targeted differentiation, and product.				
Provide the content you will teach. This is the WHAT you will teach. Additional details related to	Provide information on how you will present the content to the students (instructional strategies) and how you will support student learning with the use of: learning tasks, modeling, demonstrations, explanations, practice, drill, etc.	Targeted differentiation is something you will do differently for a group of students (or individuals) who need more assistance or more challenge. If it is something you are	State the product in this column. Be sure to align product with associated content,	

<p>content should be included in your instructional materials you submit with this lesson plan.</p> <p><u>Examples of content:</u> definitions, facts, steps in a process.</p> <p>NOTE: Expand each column/row as needed. Make content, instructional strategies, differentiation, and product are aligned across.</p>	<p>Be sure to align your content with the associated instructional strategies, targeted differentiation and product so each task is aligned.</p> <p><u>Examples of instructional strategies:</u> Present definitions using a PowerPoint and students will copy into interactive notebook w/an example of each.</p> <p>Go over step 1 in solving the problem. Students practice step 1 independently. Students think, pair, share to compare answers.</p> <p>Model how to add 2 numbers using a number line.</p> <p>Provide guided notes for students to complete.</p>	<p><u>doing for the whole class (e.g. guided notes) it goes in the instructional strategies/supports column.</u> Remember the four ways you can differentiate: content, process, product, or environment.</p> <p><u>Examples of targeted differentiation:</u> Provide sentence starters (struggling writers).</p> <p>Small group discussion to ensure comprehension (struggling readers).</p> <p>Provide pictures (for students who do not yet know the sight words).</p> <p>Allow students to use pictures to demonstrate comprehension of beginning, middle, and end of a story (for students who cannot yet write).</p> <p>Make sure to put the “target” group in parentheses.</p>	<p>instructional strategy, and differentiation.</p> <p>Most, but not all tasks will result in a student product.</p> <p><u>Examples:</u> Worksheet</p> <p>Completed notebook entry</p> <p>Written paragraph</p> <p>List of sight words</p> <p>Picture</p>
<p><i>Connection to Research/Theory:</i></p>	<p>Cite research and/or theory to support how you are teaching the content to students. <u>EXAMPLE:</u> Teacher modeling is an effective strategy to assist students to engage in sustained silent reading (Methe, 2019).</p>		
<p><i>Lesson Closure:</i></p>	<p>Brief summary, review, check for understanding, connection to future lesson.</p>		