**University of Wisconsin-Green Bay**

**Professional Program in Education | Lesson Plan Template**

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| Date of Lesson: | Preservice Teacher: |
| Grade Level: | Subject Area: |
| Time Needed: | Topic: |

**Background**

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| **Context for Learning:**   * *In what type of school will this lesson take place (urban, suburban, rural)?* * *Describe any district or school requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instruction strategies, or standardized tests.* * *Identify any textbook or instructional program you primarily use for instruction.* * *Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example* * *Students with Individualized Education Programs (IEPs) or 504 Plans* * *With specific language needs* * *Needing greater challenge or support* * *Who struggle with reading* * *Who are underperforming students or have gaps in academic knowledge* |

**Lesson Plan**

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| 1. **Content Standard:**   *What state approved standard (benchmark, grade level expectation, etc.) will be addressed in this lesson? (e.g Common Core State Standard, NCTM Principle and Standards, Wisconsin Model Early Learning Standards, Next Generation Science Standards). Write out the standard in entirety (standard number and description.* | | |
| 1. **Student Prior Knowledge:**   *Cite evidence of what students know, can do, and what they are still learning to do.* | | |
| 1. **Learning Objectives:**   *Identify learning objectives written in student-friendly language (For example, “I can…”, “Students will be able to…”, “Students will know…” statements). These should be detailed and specific; avoid broad terms or objectives that are too hard to accomplish or assess. However, keep in mind that some objectives may be tackled over multiple lessons and across units.* | | |
| 1. **Essential Question:**   *What question will students be able to answer upon completion of this lesson? (This could be your student-friendly learning objective stated as a question.)* | | |
| 1. **Academic Language Demands:**   *Academic Language Demands are the specific ways that academic language is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. There are four main Academic Language Demand: language function, vocabulary and/or symbols, discourse, and syntax.(Complete sections a-d below.)*   1. **Language Function**   *The content and language focus of the learning task, represented by the active verbs within the learning outcomes* | | |
| 1. **Vocabulary and/or Symbols**   *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.* | | |
| 1. **Discourse**   *The structures of written and oral language, as well as how students talk, write, and participate in knowledge construction in ways that are appropriate both to their development and to the discipline. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.* | | |
| 1. **Syntax**   *The set of conventions for organizing symbols, words, and phrases together into structures (e.g. sentences, graphs, tables).* | | |
| 1. **Assessment Plan:**   *How will you measure students’ growth towards the learning objective? How will students get regular feedback on their growth and progress towards the learning objective?* | | |
| 1. **Informal (formative assessment):**   *May include student questions and responses during instruction and teacher observations of students as they work or perform. (Identify any activity that you will use for assessment)* | | |
| 1. **Formal (formative and summative assessment):**   *May include quizzes, homework assignments, journals, projects and performance tasks.* | | |
| 1. **Evaluation Criteria**   *What evaluation criteria will you use (such as rubrics, checklists or solved problems in math)?* | | |
| 1. **Learning Tasks**   *Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. These activities* ***must*** *be research based and aligned to meet the learning objective.*   1. **Introduction:**   *How will you hook and hold students’ attention? How will you transition from the prior learning activity?* | | |
| 1. **Body:**   *What framework (Gradual Release, Inquiry, Problem Based Learning, etc.) will be used?*  *Use the “Teacher will…” & “Students will…” format below to thoroughly describe the lesson and answer the following questions: What will you, as the teacher be doing? What will the students be doing? How long will each activity take? How will you explicitly address the language function in addition to the content?* | | |
| **Teacher will…** | **Students will…** | **Time** |
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| 1. **Closure:**   *How will you bring this lesson to a close in a meaningful way? How will you connect this lesson to students’ previous learning? How will students apply the newly learned skill?* | | |
| **Materials Needed:**  *List any materials (copies, books, technology) that you and the students will need to complete the lesson.* | | |
| **Modifications/Adaptions:**  How will you need to modify or adapt this lesson to specific students learning needs? (Reference your variety of learners described in the context of learning.) | | |