

CUW Lesson Plan Guidelines

Complete the required sections in the Lesson Plan Template as follows:
(Note: Information in italics should serve as thinking prompts for consideration when writing the lesson plan)

GENERAL INFORMATION

Student Teacher (your name)
Date (date the lesson will be taught)
Time (specific time of lesson or total lesson time)
School (school where the lesson is being taught)
Grade/Learner(s) (identify the grade or specific learner(s); if the lesson is not for the whole class specify the group composition or individual learner)
Subject/Theme/Topic (specify subject or theme of lesson and specific topic; for example: Science - Plant Parts)

CONTENT STANDARDS

What standard(s) are most relevant to the learning goals?
Cite at least one standard and include the actual text of the standard as well as its number. (<http://www.dpi.state.wi.us/standards/>)

LEARNING OBJECTIVE(S)

What do you want learners to know and/or be able to do after the lesson? All objectives should begin with action verbs and should involve some higher order thinking expectations (use Bloom's taxonomy). Objectives should be specific, measurable, and in alignment with the standards and assessments.
Identify at least one objective starting with: Learners will ...
Number the objectives.

PRIOR KNOWLEDGE AND CONCEPTS

What knowledge, skills, and concepts must learners already know to be successful with this lesson?
What prior knowledge and/or gaps in knowledge do learners have that are necessary to support the learning of the skills and concepts for this lesson?
How will you scaffold specific learners that do not currently possess the requisite prior knowledge?

KEY VOCABULARY

What content specific terms (vocabulary) do learners need to support the learning of the objective(s) for this lesson?
Provide the vocabulary words and the definitions that the learners will use.

ASSESSMENT(S)

Each objective must be linked to at least one assessment. Describe assessment(s) in this lesson that will be used to monitor students' learning of the objective(s) by identifying the following for EACH assessment.

Objective(s) Assessed

List the #(s) of the objectives being assessed.

Description

Indicate whether the assessment is **formative or summative** and describe the evidence (learner products and performances) you will use to assess learning

Evaluation Criteria

What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Describe the expected level(s) of performance and how you will determine the degree to which students have met the criteria (e.g., a rubric, checklist, points assigned to parts of the assessment). Criteria must be relevant to the learning objectives, but may include other expectations, (e.g., neatness, spelling, complete sentences).

Feedback

What specific type of feedback (ex. verbal, written, demonstration, etc.) will you give to learners? How will learners use your feedback (ex. revisions, future assignments, etc.)?

Procedure - Instructional Strategies and Learning Tasks

The procedure should be written in the order you will teach it. Sufficient detail should be given so that another teacher could teach from this lesson plan without question.

Classroom management considerations such as time allotment for each activity, how materials will be passed out, etc. need to be precisely documented

ENGAGE

How will you launch the lesson to engage and motivate students in learning?

How will you transfer students' prior academic learning and their personal/cultural and community assets to the new content (skills and concepts)?

Enter the total time that this will take.

Rationale:

Explain how this sets the stage for the lesson and why it will motivate learners.

LEARN

As you write this procedure think about:

What will you say and do? What will learners do?

What questions will you ask? What question strategies will you use?

Will you use group work and how will you facilitate collaboration?

How are multiple modal strategies being used to enable learning for everyone?

What transitions are used and when will they occur?

How are other subjects being integrated into this lesson?

What research-based practices are being used?

What specific way(s) will learners need to use vocabulary (when reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?

What are common errors and misunderstandings associated with this lesson and strategies that can be used to prevent/respond to them?

How will you give learners the opportunity to practice and apply learning so you can provide feedback?

How will you determine if learners are meeting the intended learning objectives?

Enter the total time that this will take.

Rationale:

How are you differentiating the lesson using instructional tasks/strategies or planned supports to meet the learning needs of ALL of your learners, as justified by theoretical principles and/or research-based practices?

TRANSFER

How will you end the lesson?

How will you reiterate the theme/topic of the lesson and guide the learners to reflect, summarize, and transfer/generalize what they have learned? (ex. extensions, centers/workstations, integration, connections to upcoming lessons, connections to home, and higher order thinking)

Enter the total time that this will take.

Rationale:

Explain how this ties the entire lesson together as learners apply what they have learned to bring closure.

MATERIALS

What materials does the teacher need for this lesson?

What materials do the learners need for this lesson?

How will you adapt/modify the instructional materials to make the content relevant and accessible to your learners?

Attach supplemental materials such as slides, pictures, activity sheets, anchor charts.

RESOURCES

List all resources including textbooks with page numbers, online resources, and other supplemental materials. You must provide at least one content resource.

Additional Differentiation to Support Diverse Learners

Additional adaptations prepared to implement for supporting learners with the following needs:

Content – Adaptation of the content to make it accessible for these learners.

Process – Adaptation of the process of learning and participating in the activities.

Product – Adaptation of the product/assessment so the learner can demonstrate what he/she learned.

Adaptations are adjustments that either change (modification) or add/eliminate (accommodation) elements of the existing content, process, or product. Include differentiation (content, process, OR product) for the ALL of the following learner types (Learners with IEP/ISPs only if applicable):

English language learners; struggling readers:

Underperforming learners; learners with gaps in academic knowledge:

Learners meeting the objective before the end of lesson; gifted learners:

Virtual:

Learners with IEP/ISPs (include the IEP/ISP goals addressed in this lesson):

Adaptations and goals should be included for all learners who have IEP/ISPs.

For special education placements, this applies to all learners with IEPs, no matter what the setting of instruction is.

Analyzing Teaching

To be completed AFTER the lesson has been taught. ALL questions must be answered.

1. Learning Support

a. What did you do to promote a positive learning environment (respect, rapport, motivation)?

b. How did your instruction engage the learners (connections to prior academic knowledge, assets, development)?

c. How did your instruction elicit responses to promote thinking and deepen learning?

2. Classroom Management

As you reflect on the lesson what classroom management strategies worked well and what might you use in the future? Why?

3. Next Instructional Steps

a. What does the assessment evidence show to support the learning that occurred?

b. Based on assessment evidence, what instructional steps do you need to take as you prepare for the next lesson?

4. Proposed Changes

As you reflect on the lesson, what changes would you make to your instruction to better support learners in achieving the lesson objectives?

5. Reflection

As you reflect on this analysis and your own insights, how do you feel about this lesson you taught?