**LESSON PLAN TEMPLATE**

**ETSU CLEMMER COLLEGE**



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| **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 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 #:**

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| Curriculum Standards | Essential Question(s)/I Can Statement(s) | |
| *State Curriculum Standards – Underline your language/vocabulary words* | *What question(s) or I Can statement(s) drive your instruction?* | |
| Lesson Objective(s) – Student Learning Outcome(s) for this learning experience | | |
| *Objectives use active verbs, are measureable (if applicable), and link to standards. Consider using Bloom’s Taxonomy or Webb’s Depth of Knowledge.* | | |
| Knowing Your Learners | | |
| *Describe pre-requisite skills students already know that will help them meet the lesson objective(s). What is your evidence that students need 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.* | | |
| Assessment/Evaluation | | |
| *How will students demonstrate understanding of lesson objective(s)?*  **How will you monitor student progress towards lesson objectives as you are teaching? (i.e., formative, informal, and/or formal assessments)**  **What evidence will you collect and how will you document student learning/mastery of lesson objective(s)? (i.e., formal OR summative)**  **Academic Feedback:** *How will you give academic feedback? How will your academic feedback promote student understanding of the learning objective(s) or state standard(s)?* | | **Assessment/Evaluation Modifications**  *What modifications will you make on assessments/evaluations for students with diverse and/or special needs (i.e. students with IEP or 504, struggling learners, advanced learners) and will these modifications be within/for small groups or individuals?* |
| Academic Language Demands | | |

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| **Function and Product of the Lesson** *The function is the verb, usually a Blooms verb (e.g., analyze, interpret, recount), that guides the language objective of the lesson. This includes a product that students will either write, say, present, or do that involves Academic Language (e.g. essay, present, recount).*  **Academic Vocabulary** *What specialized terms and phrases do students need to understand what they are expected to do? How does this vocabulary connect to the objectives, state standards and function of the language demand?*  **Content Vocabulary** *What are the key vocabulary words, symbols, or sounds in this lesson? How does this vocabulary connect to the objectives, state standards and function of the language demand?*  **Syntax and/or Discourse, Mathematical Precision (math only). This section is not required for Early Childhood or Special Education.**  Syntax *What are the specific ways or conventions for organizing symbols (e.g., linear, horizontal), words (grammar), phrases, or graphics that students need to know to be able to do what you are asking?*  Discourse *What are the specific ways in which members of a discipline (e.g., scientist, historian, etc.) talk, write, and communicate knowledge that students need to know to be able to do what you are asking (e.g., essays, presentations, performance, journal, debate, historical account, signal)?*  **Language Supports** *What general instruction will you provide to help students in the whole class (e.g., word walls, learning partners, guided notes) learn the discourse/syntax? What focused instruction (e.g., Venn diagrams, graphic organizers, outlines, student examples, sentence stems) will you provide to help students learn the discourse/syntax (can be completed in small groups)? What individual instruction that targets the needs of an individual student(s) will you provide to help that student(s) learn the discourse/syntax? What opportunities will you provide for students to practice language/vocabulary and develop fluency? What tools (e.g., EQ or vocabulary board, Venn diagram, anchor chart, vocabulary cards, graphic organizer, peer support, sentence stems, pictures, table, chart, thinking map, modeling, sort, song, body movements, games*) *will you use to help students meet the language demands?*  **General Supports** – *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.*  **Targeted Supports** *– Strategies that focus toward a specific language demand (e.g., Venn diagrams, graphic organizers, outlines, examples, sentence stems). These may be addressed during small groups. These can be general supports that are modified for specific students or groups of students.*  **Individual Supports –** *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.* | | | |
| Instruction – 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. | | | |
| Lesson Part | Description of Activities and Instruction (Teacher Does) | Description of Activities and Instruction (Students Do) | Meeting Individual & Group Needs |

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|  |  |  | *Plans instruction to meet the needs of individual students. Adaptations are tied to learning objectives.*  *Specific individual or group learning includes requirements in IEP or 504 plans.* |
| **Set/Motivator:** *Restate and address your Essential Question. How do you engage student interest in the content of the lesson?*  *How does this relate to previous learning? Use knowledge of students’ academic, social, and cultural characteristics.* |  |  |  |
| **Instructional Procedures/Learning Tasks**: *Provide specific step-by-step details of lesson content aligned with objectives, utilizing a variety of teaching strategies.* |  |  |  |
| **Questions and/or activities for higher order thinking**: *These are open-ended and cannot be answered by yes or no. These can be asked at various points throughout the lesson and guide rather than direct student thinking.* |  | . |  |
| **Closure:** *Makes clear connections to real-world situations and requires students to reflect on and apply their learning through verbal or written expression.* |  |  |  |
| **Material/Resources:** *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.* | | **Technology:** *(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.* | |

Co-Teaching Strategies Used: *(highlight and explain all that apply): One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental* Teaching; Alternative (Differentiated); Team Teaching