## LESSON PLAN TEMPLATE

## ETSU CLEMMER COLLEGE



UNDERGRADUATE INITIAL LICENSURE COURSES							
Licensure Programs	INTRODUCTORY (introductory learning opportunity)	Data Point I (Early Field Course	Data Point I es) (Residency I				
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 #:

urriculum 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 instru	ction?	
Lesson Objective(s) – Student Learning Outcome(s) for this	learning experience		
Objectives use active verbs, are measureable (if applicable), and link to standard	ls. Consider using Bloom's Taxonomy or Webb's Depth of 1	Knowledge.	
Knowing Your Learners			
Describe pre-requisite skills students already know that will help them meet the pre-assessment data; student personal, cultural or community assets you have gat			
Assessment/Evaluation			
How will students demonstrate understanding of lesson objective(s)?		Assessment/Evaluation Modifications	
How will you monitor student progress towards lesson objectivinformal, and/or formal assessments)	ves as you are teaching? (i.e., formative,	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?	
What evidence will you collect and how will you document stu objective(s)? (i.e., formal OR summative)	ident learning/mastery of lesson		
Academic Feedback: How will you give academic feedback? How will you learning objective(s) or state standard(s)?	ur academic feedback promote student understanding of the		
Academic Language Demands			

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.			
canara charactrisics.			
Instructional			
Procedures/Learning			
Tasks: Provide specific			
step-by-step details of lesson			
content aligned with			
objectives, utilizing a variety of teaching			
strategies.			
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.			
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Closure: Makes clear			
connections to real-world			
situations and requires students to reflect on and			
apply their learning through			
verbal or written			
expression.			
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	That do you need for this lesson? Identify, within a bulleted	Technology: (a) Describe the technology you plan to the Ham does the identified technology in your lessen improve	
list, the specific materials and resources that you will use. Describe how these materials and resources add value, depth, and extend students' learning.		How does the identified technology in your lesson improve applicable, (c) explain how you will use this technology to	
recent was came, aspen, and verein smarins warning.		student needs within the learning environment, and (d) If	
		to design and implement formative and/or summative as.	
		Did you use the technology to collect and/or analyze your	
		instruction? Explain.	

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