**University of North Alabama Lesson Plan Template**

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| **Candidate’s name:**   | **Date:** |
| **Lesson plan title:**    | **Class/School/Grade:**   |

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| **Planning** |

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| **National and/or State standard(s):** [P1](Consider technology and social justice standards as applicable) |
| **Cross-curricular connections (when applicable):** [P1] |
| **Justification of the standard(s):** [P1] |
| **Daily lesson objective(s):** [P2]The student will be able to (SWBAT):    |
| **Essential questions(s):** [P2, I2] |
| **Instructional supports for whole group needs (strategies, learning experiences, resources, and materials):** [P4]  In addition to the instructional supports above, how will you support language development (vocabulary, language function, syntax, discourse)?   |
| **Instructional supports for individual learner needs (include IEPs, IELPs, IFSPs, 504 plans, appropriate assistive technology, and other individual learner needs):** [P4]  What additional language supports are needed for specific learners (vocab., language function, syntax, discourse)? |
| **Technology (used by learners to design, innovate, solve problems, and/or express creative thought):** [P7]Describe how technology is integrated into your lesson and justify how it is being used to achieve the learning goals. |

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| **Instruction** |
| **Introduction:** [I1]· **Set a purpose**· **State goals/ objectives**· **Use a “hook”**· **Organize orientation**  **around essential**  **question/learning**  **focus**· **Activate and connect**  **to prior knowledge** [I2] | Hook:   Introductory Narrative:      Transition to Body: |
| **Body of the lesson:**· **Demonstrate**  **understanding of content**  **knowledge** [I3]· **Demonstrate application**  **of content** [I4]· **Use evidence of prior**  **knowledge and**  **background** [P5]· **Engage learners in**  **critical thinking,**  **creativity, and**  **problem-solving** [I4]· **Relate to authentic local**  **and/or global issues** [I4]· **Sequence learning**  **experiences** [P6]· **Integrate available**  **technology** [P7] | Procedures: 1. 2. 3.            Implementation Details: |
| **Justification of learning experiences, research-based strategies, and evidence of learners’ prior knowledge and background:** [P4, P5, P6] | * Describe the learners that will experience this lesson (e.g. their prior knowledge, background). If you are not planning for a specific class, discuss the prior knowledge and/or misconceptions you *anticipate* learners will bring to this lesson.
* Justify why your lesson design should be effective with this intended group of learners.
* Support your response by demonstrating your use of research-based instructional strategies.
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| **Lesson closure:** [I5]· **Summarize key points of**  **the lesson** [P2, P3]· **Connect to essential**  **questions/ learning focus**  [P2]· **Challenge learners to**  **continue exploring**  **content** |  Closure = How will you wrap up the lesson and help learners to pull together the big ideas? A final formative assessment (e.g. exit slip) can come after you have established closure. |

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| **Assessment** |

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| **Assessment:** [A1]· **Includes formal**  **and/or informal**  **assessment**· **Align with**  **standards and**  **objectives** [P2]· **Offer learners**  **multiple ways**  **of demonstrating**  **knowledge and**  **skills** [P4]· **Includes modified**  **assessments for**  **learners with**  **specific needs as**  **appropriate** [P4] | List your assessments below. Provide a name for the assessment (e.g. Biomes Quiz), a short description of what the assessment is measuring, and indicate how the assessment aligns with the objectives and standards.1.2.Modifications for Students with Special Needs:As necessary, describe how the assessments above will be modified for students with special needs. |
| **Justification of objective-instruction-assessment alignment:** [P3, A1] | Provide a short paragraph indicating how the major elements of your plan align with each other to support student achievement of the standard(s). |