Augusta University Lesson Plan

Part I: Lesson Overview	
Name:	**Lesson Title**:
Subject:	**Grade**:

Georgia Standards of Excellence:

Learning Intentions are descriptions of what learners should know, understand and be able to do by the end of a learning period or unit. Learning intentions are the basis for tracking student progress, providing feedback and assessing achievement. Answer the three student questions in the template provided.

Example:

*What am I learning today? **I am learning inequalities.***

*Why am I learning this? **So I can represent quantities that are greater than or less than.***

*How will I know when I've learned this? **I can use the inverse operation; I can translate vocabulary or meaning of > or <, I can graph an inequality.***

What am I learning today?	
Why am I learning this?	
How will I know when I've learned this?	

Name the **learning objective(s)** you have identified that will support the learning intention and list the **assessment**(s) that will provide evidence that students have met the learning objective. Learning objectives should be measurable and should indicate what a student will be able to do at the end of the lesson.

Learning Objective(s) (Learning objective(s) can be written as "I can" statements or student will be able to.) Add rows here as needed.	**Related Assessment(s)**
1.	

Identify the **vocabulary** essential for mastery of this content and the **supports** for vocabulary you will use within the lesson (whole class, specific group, individual).

Academic Language	Supports – Whole Class	Supports – Differentiated (group or individual support)
Vocabulary:		

Upon what **content knowledge** does this lesson build and/or what **prior knowledge** might it activate?

21st Century Skills (e.g. critical thinking, collaboration, communication, creativity) and/or **Technology Goals**:

Cross-Disciplinary Skills and/or Connections:

Materials Needed:	**Technology Needed**:

Part II. Information about Students and Their Learning Needs			
Total Students:	Males:	Females:	

Special Needs Students: Category	Number of Students	Accommodations and/or pertinent IEP Objectives
Students with IEPs		
Students with 504 plans		
English Language Learners		
Gifted		
Autism or other special needs		

Part III: Instructional Focus

A. Supporting Diverse Learners

How do you plan to **differentiate** your instruction related to the learning objectives and learning intention [e.g. **product** – what students create or produce; **process** – plan for how students will come to understand content; **content** – the questions and information that engage students toward meeting the learning goals; **environment**-the classroom climate or tone (see Carol Tomlinson's extensive work) **Using the chart below, address how you plan to differentiate.**

Product	
Process	
Content	

Learning Environment		

Will you be using **purposeful grouping**? If so, what criteria will you use to determine the groups (e.g. assessment data, learning styles, interests, assets)?

How will you **support** each learner or groups of learners in ways specific to meet the learning objective(s)? You MUST address any supports for students with **IEPs, 504 plans, ELL, or gifted** needs. You might also include struggling readers, underperforming students, students with gaps in prior knowledge, native or heritage speakers, or other criteria.

Student or Group	**Support** (add or delete rows if needed)	**Explanation** (of how support will assist specific student and/or group with respect to specific learning objective(s))

What potential **misconceptions** and/or **developmental approximations** are possible with this content and how will you address each?

How is the content of your lesson connected to the **student assets** (personal, cultural, and/or community, *developmental (middle grade candidates only)) within your classroom? Be specific to the content of the lesson and assets of your students.

How does your lesson reflect **culturally responsive** teaching?

B. Planning Instruction

How will students use **problem solving, analysis, critical thinking, creativity, and/or higher order thinking** throughout your lesson?

C. Planning Assessment (Please attach copies of assessments to be used.)

Briefly describe any **formative and/or summative assessments** you will use throughout your lesson in the table below.

Learning Objectives(s) *Add or delete rows if needed*	**Assessment** *(and/or specific assessment items)* **to Measure Learning Objective Progress**	**Learning Criterion** (*How will you know the students have met the learning objective?*)	**Implementation** (*Whole class/ purposefully grouped students/ individuals; AND Accommodations and/or Modifications*)

What **samples of students' work** will be generated by the lesson?

How will your assessment strategies allow you to provide specific feedback to the whole class, small groups, and/or individuals?

D. Learning Theories

What specific **learning theories and/or principles of child development** guided your instructional choices for this lesson? How are they applicable to your learning objective(s)?

E. References and Resources

Part IV. Script	
Opening of the Lesson	

At the beginning of the lesson, you will want to engage your students in some sort of brief interesting activity to get your students focused on the lesson, interested in the content, stimulated, and motivated to learn more. How will you motivate students and introduce the lesson? You might decide to show an interesting picture, object, or display some special materials at this time. You might choose to review prerequisites or review previously learned	

content and relate it to the new lesson at hand. Or you might plan pose a stimulating question, or present something puzzling, interesting, or curious that is to be investigated. **Script what you will say to motivate students and introduce the lesson?**	
Explanation of Learning Objective(s) to Students: Remember to explain the objectives to your students at the beginning of your lesson, either before or after the motivation/introduction. **Script how you will plainly tell students, using age appropriate language, what is going to be happening during the lesson and what they are going to be required to do and be able to do at the conclusion of the lesson.**	

Body of the Lesson - Engaging Instruction or Learning Activities: Thoughtfully sequence the new information, the new concepts, the new vocabulary, and the new strategies/activities that you will present/provide for your students. You should spend a considerable amount of your planning time figuring out how to best sequence and organize your engaging instruction or learning activities to further your objectives.

Demonstrations/Modeling/Examples: **Bullet or describe techniques or skills you intend to model or demonstrate.** Frequently, especially for English learners, it is important to not only tell students what to do, but to also show them what to do. Bullet or describe the rich, varied demonstrations, models, modeling, examples, materials, and/or technology that you intend to utilize	
Checking for Understanding: In your lesson plan, describe how you will monitor learning and check for understanding at various points in the lesson. The information you gather about student learning will let you know if you need to adjust the pace of your presentation, repeat explanations, adjust your	

methodology, provide more modeling, or clarify student misunderstandings. **Script the questions you will ask to promote higher order thinking and student engagement.**	
Guided Practice: Guided practice allows your learners to rehearse the new information or practice the new skill/technique/action/proce dure with your assistance and guidance. **In this part of the lesson plan, describe what kind of guided practice activities you have planned to help students accomplish the objectives.** Strive to design guided practice activities that are highly engaging and motivating. Interesting, attractive practice materials, aspects of gaming, good pacing, and teacher enthusiasm help make students motivated to participate in practice activities.	
Closing of the Lesson	
Closure and Independent Practice: Closure refers to an activity that ends a lesson and creates a lasting impression. Teachers use closure to check for understanding, emphasize key information, tie up loose ends, and correct misunderstandings. Students find closure helpful for summarizing, reviewing, and demonstrating their understanding of major points. Independent practice is when students are asked to practice something without assistance or direct guidance. Independent practice allows the instructor to check for mastery of the lesson objectives. In this part of the lesson plan, **describe how you will close the lesson and what your students**	

will do independently to prove that they have mastered the objectives that you targeted for this lesson. Some independent practice activities may take place during lesson closing, but others may occur as a later extension activity, or at home, or during another lesson. Homework assignments, if you have them, should be carefully explained and special procedures modeled to ensure student success. Not all lessons will include true independent practice, but all lessons should result in evidence of student learning in some fashion.	
Formal Assessment or Informal Evaluation of Objective(s): **Describe how you will assess your students' work or skill development to determine whether your objectives have been accomplished and whether learning has taken place**. Your assessment of student learning may be formal or informal, depending on the lesson, but formal assessment of student learning (using observable skills or work products and/or scoring rubrics) is preferred. Be careful to design the lesson so that you are assessing the exact objectives that you specified at the beginning of the lesson plan. Remember, you will know your lesson was effective when it produces evidence of student learning.	

Attach or paste any assignments, presentations/slides, worksheets, video links, and/or activity handouts to this document.

Part V. Post Instruction Reflection (complete this section after teaching the lesson).

Implementation. What improvements and changes would you make and why? What went well and why? What did not work well and why? (relate your reflections back to the learning intention)

Learning Theories. To what degree did the implementation of your lesson plan activities utilize the learning theories which framed your plan? Defend your response with examples from your experiences teaching the lesson.

Assessment Data. What information about student understanding did you learn from your assessment(s)? How will you act upon or will students be able to act upon the **feedback** provided from each assessment strategy used? *Optional*: Use the assessments and create a chart to analyze student learning across the class. Attach or paste your chart and write a quick summary of what students learned or potential misunderstandings and how you are drawing these conclusions.