

This instructional guide is intended to provide guidance in creating lesson plans. Please refer to the *Lesson Plan Template* to write lesson plans.

Piedmont College
Lesson Plan *Instructional Guide*

Teacher's Name:	Grade:
Lesson Title:	Date:
Anticipated Time-Frame of Lesson:	
CCGPS or GPS Standard(s):	
Classroom/Lesson Context (Check the Following that Apply): <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> One-on-One <input type="checkbox"/> Students with IEPs <input type="checkbox"/> Students with 504 Plans <input type="checkbox"/> ELL Students <input type="checkbox"/> Other (Please specify: _____)	
Specify the Number of Students: <input type="checkbox"/> Girls <input type="checkbox"/> Boys	
Individual Education Plan Goal(s) and Benchmarks Specific to this Lesson:	

Learning - Focus	Strategies
Essential Question(s) 1-3 BIG ideas! ➤How can these questions be used to guide your instruction?	Rubric: 5
Central Focus/Lesson Objective(s) ➤Objectives are measurable and aligned with the standard.	Rubric: 2, 5
Academic Language ➤What academic language will you teach or develop? What are the key	Language Functions (Identify the purpose for which the language is being used, with attention to goal and audience- the one verb from the standard; ex. demonstrate.)

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<p>vocabulary words and/or symbols? ➤What is the key language demand?</p>	<p>Language Vocabulary (Identify key, content specific words for this lesson: examples of vocabulary words- drama, prose, structural elements, verse, rhythm, meter, characters, settings, descriptions, dialogue, stage directions. Additionally, include words within a text necessary for students’ comprehension.) Academic Language Demand (Identify one of the following: reading, writing, listening/speaking, or demonstrating/performing. The demand will require more or less scaffolding (support) depending on the needs of the students <u>throughout the lesson.</u>)</p> <p>Rubric: 3, 6, 10</p>
<p>Materials & Technology ➤What resources can be used to engage students?</p>	<p>Rubric: 7</p>
<p>Introduction to Lesson/ Activating Thinking ➤How will you introduce the lesson? ➤How will you introduce the content specific vocabulary words? ➤What is the ‘hook’ for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher-level thinking. ➤How will you build connections between students’ prior knowledge and this lesson? ***Use knowledge of students’ academic, social, and cultural characteristics.</p>	<p>Language Syntax (Set of conventions for organizing symbols, words, phrases into structures, sentences):</p> <p>Language Discourse (Structures of written or oral language; how participants of the content area speak, write, and participate):</p> <p>Modification(s)/Accommodation(s) specific to this lesson (Consider students with IEPs and/or 504s in addition to students below and/or above grade level- cognitive and/or affective):</p> <p>Differentiation- (Tailoring instruction to meet individual needs; differentiating the content, process, and/or product):</p> <p>Management Plan: (How will you keep the class on task? What are your procedures for transitioning from one task to another?)</p> <p>Rubric: 1, 3, 4, 7, 8, 10, 14, 17, 18</p>

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<p>Body of Lesson, Instructional Strategies & Learning Task</p> <ul style="list-style-type: none"> ➤What questions will you ask to promote higher-level thinking? ➤What will you have the students to do after you introduce the lesson? ➤What opportunities will you provide for students to practice content language/ vocabulary? ➤What language supports will you offer? 	<p>Language Syntax (Set of conventions for organizing symbols, words, phrases into structures, sentences):</p> <p>Language Discourse (Structures of written or oral language; How participants of the content area speak, write, and participate):</p> <p>Modification(s)/Accommodation(s) specific to this lesson (Consider students with IEPs and/or 504s in addition to students below and/or above grade level- cognitive and/or affective):</p> <p>Differentiation- (Tailoring instruction to meet individual needs; Differentiating the content, process, and/or product):</p> <p>Management Plan: (How will you keep the class on task? What are your procedures for transitioning from one task to another?)</p> <p>Rubric: 1, 6, 7, 8, 10, 11, 14, 17, 18</p>
<p>Closure/ Summarizing Strategies</p> <ul style="list-style-type: none"> ➤How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? ➤Will you provide opportunities for students to apply new knowledge while making connections to prior learning? 	<p>Language Syntax (Set of conventions for organizing symbols, words, phrases into structures, sentences):</p> <p>Language Discourse (Structures of written or oral language; How participants of the content area speak, write, and participate):</p> <p>Modification(s)/Accommodation(s) specific to this lesson (Consider students with IEPs and/or 504s in addition to students below and/or above grade level- cognitive and/or affective):</p> <p>Differentiation- (Tailoring instruction to meet individual needs; Differentiating the content, process, and/or product):</p> <p>Management Plan: (How will you keep the class on task? What are your procedures for transitioning from one task to another?)</p> <p>Rubric: 1, 8, 10, 12, 13, 14</p>
<p>Assessment/ Evaluation</p> <p>Every standard listed above must be assessed and included. Questions to consider while planning:</p> <ul style="list-style-type: none"> ➤How will students exhibit an understanding of the lesson’s objectives? ➤How will you observe and/or 	<p>Assessment plan must align with objective(s)/standard(s)</p> <p>Assessment Plan for IEP Goals and/or 504 Plans (Before Lesson, as Formative & Summative):</p> <p>Assessment Plan for Learning Objectives (Before Lesson, as Formative & Summative):</p>

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<p>provide feedback? ➤What evidence will you collect to demonstrate students' understanding/ mastery of the lesson's objective(s) including their usage of vocabulary? ➤Did you include what you will use for your baseline data? ➤Did you include the assessment tools and data collection procedures?</p>	<p>Rubric: 9, 10, 11, 12, 15</p>
<p>Reflection/Analyzing Teaching Effectiveness Reflection includes characteristics of the lesson and specific examples on how it can be improved. Improvements are based on the effectiveness supported by evidence on how well the objectives were achieved. Specific examples to improve future lessons are provided.</p>	<p>Thoughts to consider:</p> <p>Describe the success of the lesson based on student performance.</p> <p>What part(s) of the lesson led to success and/or what part(s) did not?</p> <p>What were the key factors leading to success or lack of success of this lesson?</p> <p>Write down ideas for redesigning objectives, instruction, and/or evaluation for greater success in the future.</p> <p>Rubric: 8, 9, 14, 16</p>

This lesson planning structure reflects current best practice in curriculum planning and supports effective instructional delivery. Though you will not likely be able to plan in this comprehensive fashion for every lesson you teach, you MUST practice with this structure so that you begin to think about planning this way automatically. Use this template for lesson planning during your Internship EVEN IF YOUR HOST TEACHER USES A DIFFERENT FORMAT. Use of this format is as much a thinking exercise as it is a tool for good curriculum design. An electronic version is available for you to download and use as you plan your lessons.

*** This Piedmont College template is adopted from other sources shared by Tennessee State University, Stanford Center for Assessment, Learning and Equity (SCALE), and Columbus State University.