**WVSU Lesson Plan Template (revised 1.2022)**

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| CRITICAL INFORMATION | | |
| Teacher Candidate:  Subject:  Grade Level:  School Based Supervisor: | | Teaching Date:  Time:  Duration (*in minutes*):  WVSU Course: |
| **Lesson Overview &**  **Rationale**: *Brief overview of the lesson and why it is being taught.* |  | |
| **WV College & Career Readiness Standards**  http://wvde.state.wv.us/policies/ https://wvde.us/tree/ | | |
| **College-and-Career**  **Readiness Content**  **Standards:** *copy paste,*  *highlight specific indicators for this lesson.* | **Standard** | |
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| **WVCCR Standards:**  **Technology & Computer Science and/or**  **Dispositions for Student Success:** *copy paste, highlight specific indicators for this lesson.* |  | |
| **Student Learning**  **Objective:** *Audience, Behavior, Condition, Degree of Proficiency* |  | |
| **Anticipated Content**  **Difficulties:** *misconceptions, lack of prior knowledge, skill sets, and differing abilities which connect directly to differentiation* |  | |
| **PLANNING** | | |
| **Assessment:** *Label as*  *formative and/or summative, description of assessment*  *strategies and feedback; attach assessment* |  | |
| **Reteach Statement:**  *What will you do if students do not meet degree of proficiency?* |  | |
| **Academic Language:** *e.g., specific vocabulary for the*  *content area* |  | |
| **Research Based Strategies**: *e.g., small group, cooperative learning, manipulatives, graphic organizers, KWL, comparisons, summarizing, accessing prior knowledge* |  | |
| **Materials:** *needed to teach this lesson,* ***including TECHNOLOGY*** |  | |
| **LESSON PROCEDURES** | | |

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| **Anticipated Management Difficulties:**  *Transitions, cooperative learning, pacing, Brain Breaks, materials management* |  |
| **Before/Introduction/Hook:** *state the learning objective, set the stage, activate background knowledge, capture student interest* |  |
| **During:** *detailed list of teacher and student behaviors*  **Explicit Instruction:** *e.g., or input, modeling, checking for understanding, guided practice, and independent practice (“I do, we do, you do”);* **or**  **Inquiry-Based Instruction:** *question, research, present, reflect* **or**  **5 E’s:** *engage, explain, explore, elaborate, evaluate*  ***Note:*** *be sure to address child growth & development, learning styles, multiple intelligences, scaffolding, and cross-curricular integration if appropriate* |  |
| **Higher Order Questioning:** *must occur throughout all*  *procedures, Blooms or DOK, utilize multiple levels & state level* |  |
| **After/Closure/Summary:** *i.e., review key points, summarize and restate learning objective and clarify misunderstandings* |  |
| **Differentiation**: *What will I differentiate? Content, process, product, environment. How will I differentiate? For Readiness, Interest, Learning Profile, Affect/ Learning Environment. How will you address students with*  *exceptional learners?* |  |
| **POST TEACHING** | |
| **Self –Reflection:** *Did the students meet the objective? What data supports this? What part of my lesson plan was most effective? How might I change this lesson to be more effective? Was my classroom management effective? Any other question you might need to address.* |  |