**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.* |  |