## USU Lesson Plan 2

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| A close up of a sign  Description automatically generated | USU Simplified Lesson Plan |

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| Candidate: | Date: |
| Grade Level: | Subject Area(s)/Topic(s): |

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| Length of Lesson:  [ ] Single-day lesson  [ ] Multi-day lesson | Size of Lesson:  [ ] Whole-class lesson  [ ] Small-group lesson | Name of Instructional Model:  [ ] Explicit/Direct Instruction  [ ] Inquiry, Problem-based lesson, or Project-based lesson  [ ] Other: |

Students Learning Profile:

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| English Language Development Levels of Students in the Class or Group:  (Please check all that apply) | | | Student(s) present with: |
| [ ] Emerging  [ ] Expanding  [ ] Bridging | [ ] ELD 1 (Beginning)  [ ] ELD 2 (Early Intermediate)  [ ] ELD 3 (Intermediate)  [ ] ELD 4 (Early Advanced)  [ ] ELD 5 (Advanced | [ ] IFEP (Initially Fluent English Proficient)  [ ] RFEP (Predesignated Fluent English Proficient)  [ ] English only | [ ] IEP  [ ] 504 Plan |

LESSON PROCEDURES/STEPS

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| Opening: Describe how you will motivate students and introduce the lesson. |
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| K-12 Academic Standards: Write the standards below that correspond with the lesson. |
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| Lesson Objectives: Describe how you will explain what is going to happen during the lesson and what the students will be required to do at the conclusion of the lesson. Write the objective in student language so they understand what they are supposed to do. |
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| Connect to Previous Learning: Review prerequisites or review previously learned content & relate it to the new lesson. |
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| Provide a Motivator: Describe how you will engage your students, so they are focused on the lesson and interested in the content. You might decide to show an interesting picture or object, pose a stimulation question, or present something that sparks curiosity and leads to student investigation. |
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Body of the Lesson:

List, describe, or script your instruction using the following sections.

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| Teach New Concepts/Skills: Thoughtfully sequence the new information, concepts, vocabulary, academic language, and strategies/activities that you will present/provide for your students. Input or instruction can be provided by any number of engaging methods in addition to teacher explanation and textbooks. |
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| Demonstrate/Model/Examples: Describe techniques or skills you intend to model or demonstrate. It is important to not only tell students what to do, but to also show them what to do. |
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| Check for Understanding and Informal Assessment: Describe how you will monitor learning & 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 lesson, repeat explanations, provide more modeling, or clarify student misunderstandings. |
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| Guided Practice: Describe what kind of guided practice activities you have planned to help students accomplish the objective. Guided practice allows your learners to rehearse the new information, skill, technique, action, &/or procedure with your assistance & guidance. |
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| Independent Practice: Describe what your students will do independently to prove that they have mastered the lesson objective(s). Independent practice allows learners to practice something without assistance or direct guidance and may occur as a later extension (at home or during another lesson). While not all lessons will include true independent practice, all lessons should result in evidence of student learning in some fashion. |
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REVIEW/CLOSING

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| Closing: Describe how you will review and conclude your lesson. Include a statement describing the next activity or subject. Make sure to discuss with students what was learned, how this information is important, and if applicable, how students can use this information. Tell me what you told them. |
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| Reflection/Notes: What went well? What would you change? |
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