WJU Lesson Planning Framework

The following framework explains what is expected in each of the planning boxes found on the lesson plan template. All elements are to be thoroughly addressed.

Context
Describe the instructional context of the lesson. Describe the full range of students in the class for whom this lesson plan is designed. Describe student attributes such as grade/age, linguistic and cultural backgrounds, prior school histories, etc. Also describe how the lesson is situated in terms of the unit. What precedes the lesson, what follows it, and if applicable, how it related to what is being done in other classes/subjects.

Standards & Learning Goals
What are you trying to accomplish with the lesson? What do you want the students to know and be able to do at the end of the lesson? Identify not only the standards and objectives addressed by the lesson, but also the big ideas or concepts you want the students to understand about the topic by the end of the lesson. Additionally, if your school has additional elements that you are addressing, include those (examples: IB, Waldorf, Montessori).

CCSS: http://www.cde.ca.gov
California State Frameworks: http://www.cde.ca.gov

Academic Language / Language & Literacy
What are the language demands (vocabulary, language function, form) of this lesson? What language will students need in order to participate in the learning task? Be sure to check the glossary if you have any questions about these demands. How will the development of reading, writing, listening, and/or speaking be intentionally addressed in the lesson?

Academic Language Took Kit: http://www.htsb.org

Assessment and Evidence
How will you know whether the desired outcomes were achieved? Describe how you will assess the specific objectives and understandings listed above. How you will determine if the students have gained understanding about the big ideas/concepts? How will you know if they are able to perform the skills taught in your lesson? How will you hold the students individually accountable for their learning? Attach rubrics, checklists, keys, and sample products as appropriate.

See Educational Terms Glossary for more information.

Resources /Technology
List the materials/resources (Realia, technology, textbooks, handouts, parent helpers….) needed for this lesson. Please cite your sources where applicable.

Describe how the use of technology will be utilized within the lesson. If applicable, describe how students will have opportunity to evaluate the strengths and limitations of the technology utilized.

How are you integrating any elements of 21st Century learning: Collaboration, creativity, communication, critical thinking?

Model / Sources
Identify the selected instructional model (e.g. cooperative jigsaw, inquiry, direct instruction). If you are adapting a lesson from another source (teacher's edition, CMT, online teacher website…) clearly identify that source.

Lesson Sequence (Instructional Strategies)
Explain as specifically as possible all of the major episodes of the lesson. Most models include at minimum lesson introduction, clear modeling & gradual release of responsibility (I do, we do, you do), practice, and closure. Be specific about the details of the lesson plan, such that someone who did not observe the class could imagine how it went or someone, in your absence, could use the plan to teach it the way you intended. For example, if you want to discuss something, how will you facilitate the discussion? What will you say? How will your plan meet the diverse learning needs for the full range of students? Include progress-monitoring assessments that will provide evidence of what students know and can do and indicate how your lesson sequence might be affected by what you learn.

Opening the lesson and activating the learners: http://www.gcasd.org
Modeling Sequence: https://www.responsiveclassroom.org
Increasing Student Participation: http://www.teachhub.com

Example (Based on Direct Instruction model)

Instructional Strategies/Student Activities	Progress Monitoring/Assessment
Introduction / Anticipation • *Hook* • *Accessing Prior Knowledge* • *Communicating the Learning Goals (kid-friendly language)* **Instruction Content/Social/Process Skills:** • *Input* • *Modeling ("I do")*	*How do you know students are ready to move forward?* *How will you check for understanding?*

• *Challenging Questions* **Active Learning:** • *Guided Practice ("we do")* • *Collaboration* **Independent Practice ("you do"):** **Assessment:** **Closure:** • Review material/key concepts • Make sure that students have what they need to be successful with homework **Homework/Extension:**	*How will you check for understanding?* *How will you check for understanding?* *How do students demonstrate understanding of learning goals?* **Student Reflection:** • *How will you facilitate student reflection with the learning process, content, application, and social skills, and* What do you plan to do with homework after they are done?

Grouping Strategies
How will you group the full range of students for optimal lesson engagement based upon what you know about their learning needs?
Resources for Purposeful Grouping: http://www.freespirit.com
Differentiation through Flexible Grouping: http://www.learningpt.org

Adaptations
Explain how you will address the full range of student needs you identified in the context, including struggling readers, students with special needs, English learners, speakers of non-standard English, non-dominant varieties of English, and advanced learners needs. Be sure that your lesson goals, assessment, rationale, procedures and adaptations all reflect this plan to differentiate instruction.
Strategies for Adaptation: http://www.readingrockets.org

Rationale
Articulating the thinking behind your instructional decision-making is a necessary professional proficiency. In this box, **choose one** element from your plan and "make the case" – explain the reasoning behind your instructional decisions in that area.

Pre/Post Lesson Reflection
Pre-- Before you teach this lesson, in what areas might you anticipate difficulties? What difficulties might you expect the students to have, and how will you respond? How might you address these potential spots and/or misconceptions/ misunderstandings?
Post— Reflect on how the lesson went. What did the students learn and what is your evidence? What went well and why do you think so? What would you change if you were to teach the lesson again? Why? Consider how theory might explain some of the things you observed. Explain how the formative and/or summative assessments for the lesson influenced your instruction during this lesson and/or how the results may impact future lessons. Explain how you will remediate for any students who did not meet the learning goals. Describe take-aways and next steps.