UVU School of EDUCATION
UTAH VALLEY UNIVERSITY

LESSON PLANNING GUIDE

Name(s):	Lesson Length:
Grade Level:	Subject:

I. Standards	
Utah State Core Curriculum Strand(s) and Standard(s):	Copy and paste the entire standard from the Utah Core Standards webpage—do not provide only the number. bit.ly/utahcore
Utah Core Literacy or Math Standard (secondary only):	Copy and paste the entire standard from the Utah Core Standards webpage—do not provide only the number. bit.ly/utahcore
Summative (Unit) Assessment:	A brief description of the content evaluated at the end of the unit is included.
Central Focus:	Write a description of the overarching core concept that you want students to develop within the learning segment.

II. Intended Learning Outcomes	
Learning Objective/ Target/ Indicator (know and do):	Remember that the standard(s) listed above are often not measurable and that you may only be addressing them in part with this lesson. **Learning Objective/Target/Indicator** What will students do to show what they know? Use verbs from Bloom's taxonomy and underline them. Indicate the observable and/or measurable targets that are aligned with your lesson's learning objective(s). Indicators should be clearly connected to lesson assessments and instructional procedures.

<table>
<tr><th colspan="3">III. Academic Language</th></tr>
<tr><td>Language Function:</td><td colspan="2">Write a short phrase using a Bloom's verb (identify, describe, explain, create, etc.) to describe how language will be used for a specific purpose in your lesson. This verb should align with your lesson ILOs.</td></tr>
<tr><td colspan="3">Language Demand</td></tr>
<tr><td rowspan="4"></td><td>Vocabulary:</td><td>Include words and phrases that are used in the lesson. (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline. List 1- 5 key vocabulary words that students should begin to understand or continue to build knowledge of during this lesson.</td></tr>
<tr><td>Syntax:</td><td>The set of conventions for organizing words, phrases, and symbols together into structures (e.g., sentences, graphs, tables).</td></tr>
<tr><td>Discourse:</td><td>How will your students use written or oral language to participate in language construction? Will your students be practicing any particular text structures in writing or discussion?</td></tr>
<tr><td>Mathematical Precision (secondary only):</td><td>Mathematics is a language that is characterized by words and symbols that have precise definitions. How will you and your students communicate precisely?
State the meaning of symbols
Carefully specify units of measure
Provide accurate labels
Calculate accurately and efficiently, expressing numerical answers with a degree of precision
Provide carefully formulated explanations
Label accurately when measuring and graphing</td></tr>
<tr><td>Language Support:</td><td colspan="2">What activities, tasks, or other instructional materials are planned for the lesson that directly support learners in understanding and use the language demands that you've outline above (language function and language demands) to deepen content understandings?</td></tr>
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IV. Assessment of Student Progress	
Pre-assessment:	Address the following questions: 1. How will you determine students' prior knowledge with regard to today's learning? 2. How will you connect what they will be learning in this lesson to what they have learned before? This assessment may be formal or informal.
Formative assessments:	How will you verify what each student is learning about the lesson objective(s) as you are teaching? Your formative assessment(s) may be formal or informal, but it should be directly linked to the lesson's learning target/indicator – the same verb should occur. In addition to describing what students will do, you should also briefly indicate what your expectations are for evidence of acceptable student understanding. These assessment results should be used immediately to inform instruction. Be sure to clearly label assessment points in your lesson procedures below.
Final formative assessment:	This assessment may be formal or informal, but it should be directly linked to the lesson's learning target/indicator (the same verb should occur). Describe and/or include a copy of a final formative assessment for this lesson OR include a written statement about what your ongoing formative assessments showed on how well students are mastering material from this lesson. You should describe how your formative assessments are building toward the summative assessment for the entire learning segment/unit. If you decide to use a final formative assessment at the end of the lesson, be sure to show how you will be evaluating student work (scoring guide, rubric, etc.). Be sure to clearly label assessment points in your lesson procedures below.

V. Preparation	
Student's prior knowledge, skills and assets:	Identify and describe: 1. Knowledge or schema 2. Skills that will be applied in this lesson

	3. Assets, including personal, cultural, and community
Student preparation (if applicable):	How should students prepare for this lesson (bringing homework or materials, completing readings, etc.)?
Teacher preparation:	Bullet any prior preparation you need to for this lesson; for example, gaining background knowledge for your lesson, planning for smooth transition between activities, arranging for your students to use a computer lab, etc.
Technology integration (as applicable):	Indicate here any technology you may be using as a tool to assist student learning (e.g. laptop, projector, DVD player, television, Elmo, Smart Board, Internet, software, apps, clickers, blogs, podcasts, or Web Quests). Describe the purpose for using this technology. (Will students be using technology as producers or consumers? Will they be using technology in this lesson for a future assignment or assessment of learning?)

VI. Addressing Learner's Needs	
Differentiation/ Individualization:	Differentiation. How will you plan to differentiate your strategies as they are included in your instructional procedures? These will be ways that you'll address academic requirements or behaviors that may affect student learning. How will you address (differentiate for) academic differences (e.g. allow equitable choices in certain aspects of the task or product; differentiate for interest; tier the task and scaffold in specific ways for the different tiers; differentiate for readiness)? How will you change the environment, the product, the process or the content to meet student needs? Be sure to clearly label differentiation points in your lesson procedures below.
Support for ELLs:	How will you fully include English Language Learners in this lesson and advance their academic language development? What are your strategies? Will you add visuals, provide opportunities for group work, allow scaffolding with the native language, use sentence frames, pre- teach, etc.?
Accommodations/ Modifications for IEPs/ 504s::	Accommodations are not the same as acts of differentiation! They are actually legally binding interventions formalized by a team of teachers and specialists at the school (referred to as a student's "504" plan), and you must provide them whether

	you think the student needs them or not. Also, you cannot provide accommodations to a student who does not have a 504, regardless of how much you think that student deserves one. These might also be part of a student's IEP plan. Copy these from students' 504 or IEP plans (do not include any information that may identify a specific student and/or use pseudonyms).

VII. Instructional Procedures (including models of instruction, strategies, assessments, differentiation, transitions, etc.)
• Lesson elements (e.g. steps in the chosen model of instruction, opportunities for differentiation, assessment points) should be listed in the left-hand column. • Descriptions of what the teacher and the students will be doing during each of these elements should be written in the right-hand column.