

Winthrop University
Richard W. Riley College of Education
Middle Level Lesson Planning Sheet

Name: _____

Grade level: _____

Subject: _____

Title of Lesson: _____

| Standard & Objective(s) | Assessment of objective (s) |
|---|---|
| <p>Standard:</p> <p>Objective: List the overarching objective(s) of the lesson. (What is it that you want students to know and to be able to do at the end of the lesson?) [narrows the standard(s)] The objective must be observable.</p> <hr/> <p>Connection to other SC Content Area Standards: <i>Identify at least one other content area and the skill(s) addressed in the lesson. Ex. A social studies lesson may address ELA skill of identifying textual evidence to support a claim.</i></p> | <ul style="list-style-type: none"> • Describe or attach your assessment instruments and scoring criteria. If using a rubric attach it. • Type of assessment (individual, group, whole class) • Be specific, and indicate the level of performance that you will consider acceptable *PROOF of what students know. Use language from the standards. x students will ___ with at least ___% accuracy. • How will you proceed if students don't meet or exceed your mastery goal(s)? |

How are you addressing the contextual factors of your students in this lesson? *Describe what you know about your student's personal interests, likes/dislikes, learning styles, etc. that you have taken into consideration when planning your lesson.*

Academic Language

- **Language Function:** *Content and language focus of learning tasks often represented by the action verbs within the learning outcomes.*

- **Language Demands (Vocabulary):** *General academic vocabulary used across disciplines, subject-specific words and/or symbols defined for use in the discipline*

- **Language Demands (Discourse):** *How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language*

- **Language Demands (Syntax):** *Rules for organizing words or symbols together into phrases, clauses, sentences or visual representation. How language will be organized to convey meaning.*

- **Language Supports:** *Instruction techniques used to teach the academic language (modeling, citing references, discussing definitions, etc.)*

Rationale: *Why is this lesson important?*

Materials:

| Instructional Procedures: | Analysis |
|--|-----------------|
| Introduction () | |
| Instruction () <i>*Use bullets to complete this section</i> | |
| Closure () | |
| Homework assigned: | |
| Extension: <i>What will you do if you have extra time at the end of the lesson?</i> | |

Accommodations/Modifications: *Embed your modifications within the procedure part of the lesson where you will need to change the materials, procedures, or assessment to make sure you address all of the needs in your classroom or you may include any special accommodations, modifications or extensions in this section. EVERY class has learners of differing abilities so mention how you will address those here. Label and discuss the accommodations or modifications for each group (ML, GT, LD, etc.) Ex. ML students: 1) Lesson Modification – Instructions will be rewritten in simplified format and at an appropriate reading level. 2) Lesson Accommodation – Students will be provided a graphic organizer containing visual cues.*

Reflections: *What did you learn about your students during the lesson? How did you adjust the instruction during the lesson to meet the needs of your students? How do you need to adjust future lessons? Base your reflections on formal and informal assessment data.*