**Lesson/Learning Segment Planning Guide**

**Name:**

**Course Number and Title:**

**Semester and Year:**

**Topic of Study:**

**Grade Level:**

Your plan should follow the prompts below. For each lesson, you will also be asked to submit your lesson plan(s), accompanying materials, assessment(s) and answer key(s).

**Overview:**

This one-two paragraph overview explains how this lesson plan/learning segment is appropriate for your learners’ academic, social, and/or cultural characteristics, as well as their prior knowledge, strengths and weaknesses.

**Ohio Learning Standards and Central Focus:**

First, write out your selected Ohio Learning Standards and describe how they connect to the Central Focus.

The Central Focus is a description of what the lesson or learning segment is trying to accomplish. It is typically based on the 1-3 Ohio Learning Standards selected for learner and will articulate *how the objectives for all your lessons connect to each other*. The Central Focus conveys the core concepts that you want students to develop in the learning section of the lesson plan. The Central Focus should go beyond simply listing skills students will acquire. Instead, it should align with the Ohio Learning Standards and learning objectives. Last, but not least, the Central Focus should address the subject-specific components in the learning segment.

The Central Focus should describe the following:

1. What you are teaching your students.
2. The purpose of teaching this content.
3. How the implemented standards or planned learning objectives apply to a learning strategy that you used, any skills that are acquired during the lesson, and any content-area connections.
4. How this lesson plan will work with other lesson plans in a unit to help students make these connections between the skills they develop and your essential strategy (or composing text in meaningful contexts).

**Essential Questions:**

Include 2-3 essential questions which are overarching to the goals of your unit and are open-ended. One way to think of Essential Questions is that they will often occur outside of classrooms in the real world. Asking Essential Questions allows you to keep the big ideas in mind throughout planning and implementation of lessons. Often essential questions relate back to the big ideas of social justice. When studying an indigenous people group that was wiped out during colonization is, “How do the winners of conflicts able to tell the stories of other people?”

**Academic Language:**

Address all three parts of this question:

How will you address all language demands (function, vocabulary, discourse)?

1.) Function: What verbs (words or phrases) in the directions do students need to do in the discipline or across disciplines in order to participate in this lesson? The function closely relates to the standards and student learning outcomes.

* List those words and phrases here:

Examples: record lab observations, analyze, respond, research, compare/contrast, construct, describe, evaluate, examine, justify, interpret, identify, locate, apply

2.) Vocabulary: What words do the students need to know related to the topic you are teaching?

* List those words and definitions here:

If your lesson/learning segment uses symbols, list them, their names and meanings here (See example below):

> greater than, used to compare to values with larger number on the left of the sign and smaller lesser number on the right

3.) Discourse In what ways will students use receptive language (reading, listening, or viewing) to learn about the subject/ content area and productive language (speaking and writing) to demonstrate their understanding?

* List the student learning goals that require receptive and productive language here: LIST

**Research and Theory:**

Provide a description of at least one paragraph of the research or major theories that you used to provide appropriate learning experiences for your learners. Explain how the theories apply to instruction, specific academic language, meeting individual needs, and/or assessment. For example, if you have your learners work in groups to take advantage of learners’ desire to interact with peers, explain how this aligns with Vygotsky’s Social Learning Theory.

**Instructional Process:**

Write at least one paragraph description that names and describes your instructional methods and strategies. Start with the set/motivation, then, explain how the instructional methods and strategies and end with concept closure. Include a description of the ways the academic language supports the Central Focus.

**Materials, Resources, & Technologies:**

Provide a detailed list that includes materials that the teacher needs, as well as the materials needed for students. Include print, non-print, manipulatives, and technology.

**Assessment Plan:**

Describe the following:

* How learners demonstrate understanding or skills within this lesson and within the learning segment.
* How the assessment align with the P-12 Ohio Learning Standards, student objectives, and instructional procedures.
* How you will provide accommodations, modifications, and/or differentiation/ individual needs in your assessment plan.
* How you will align with learners’ funds of knowledge.
* How the data you collect promotes learner growth and guide future instruction.
* How you will provide instructive feedback to learners.
* Provide options for how learners demonstrate mastery.
* How will you monitor and give feedback? How will feedback promote student understanding?

Complete this table:

|  |  |
| --- | --- |
| Student Learning Objectives/Target | Assessment Item\* |
| Objective 1 |  |
| Objective 2 |  |
| Objective 3 |  |
| Objective 4 |  |

\*This might be an exit ticket from lesson 1, quiz items 3, 4, 5, …

**APA Reference List:**

Include references of all resources accessed to develop this unit; use APA Style guidelines. Purdue Owl is a good resource to help: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html>.