

WEST VIRGINIA WESLEYAN COLLEGE
School of Education
ANNOTATED LESSON PLAN

Professional Language is expected throughout this document. *Formal rather than casual words that demonstrate a deeper understanding of communication; e.g., understood not "got it". They are students not "kids".*

Teacher Candidate Name	Grade Level
	Content Area
Date	Concept
WV Standard <i>number and text directly from WVDE</i> Example: ELA.9.R.C2.3 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	
Learning Target <i>the student will be able to (TSWBAT)</i> Example: Students will analyze a particular point of view reflected in literature from outside the United States.	

Materials/Preparation/Technology:

1) references for teacher resources, 2) materials and technology used in preparation and during the lesson by teacher and 3) materials and technology used by students during the lesson

Academic Language:

*The words necessary to the communication and understanding of specific discipline concepts. There are two major kinds: **instructional language** ("What textual clues support your analysis?") and **language of the discipline** (examples include alliteration in language arts, axioms in math, class struggle in social studies and atoms in science).*

See more specific examples: Edutopia: Understanding Academic Language:

<http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley>

Instructional Sequence (steps 1-4):

1. Instructional Method <i>Describe methods used to deliver the instruction, e.g., collaborative groups, group debate, student presentations, directed instruction, technology based review, student webquest, brainstorming session</i>	
2. Introduction <i>Attention getter, advance organizer, schema activation, and/or aim of the lesson. The purpose is to gain student attention, create a bridge from previous lessons, and to stimulate students' prior knowledge.</i>	
Teacher Activity <i>Describe teacher actions</i>	Student Activity <i>Describe student expectations</i>

3. Instruction <i>Describe procedures, subject content, and application. Note instructional methods to be used, major points of the lesson, questions to ask, and how students will practice/perform the concept taught. This is the most detailed part of the plan; consider using numbered steps including time allotted for each.</i>	
Teacher Activity <i>Describe teacher actions</i>	Student Activity <i>Describe student expectations</i>
4. Closure <i>Review, restate, or summarize lesson concepts/objectives. Provide further application (a challenge), reiterate any deadlines, test dates, etc., or discuss problems encountered during the lesson.</i>	
Teacher Activity <i>Describe teacher actions</i>	Student Activity <i>Describe student expectations</i>

Differentiated Instruction:

SPECIFIC Strategies for Diversity, Individual Differences, Abilities, and Styles

List specific individual modifications, adaptations, or accommodations needed for this lesson.

See more specific examples: ASCD. *Tools for High-Quality Differentiated Instruction.*

<http://differentiation.asb-wiki.wikispaces.net/Home>

Assessment:

Formative: *Assessment for learning, to identify what the students know and what needs further reinforcement. Informal evaluation that encourages student practice.*

Identify the informal or ongoing assessment methods used to determine how the lesson objectives will be evaluated in measurable terms. Refer to the objective, e.g., exit slip, student self-assessment, questioning, ungraded homework, observations.

Summative: *Formal evaluation of progress and/or performance. Include minimum level of proficiency.*

Identify the assessment method of content mastery of the instructional objectives, e.g., unit exam, project rubric.

Teacher Reflection:

- How engaged were students?
- What worked and what is your evidence that it worked?
- What did students learn and on what evidence are you basing your conclusions?
- Have **ALL** students reached mastery of this lesson? Is it necessary to re-teach a concept to some members of the class while others benefit from an exercise that enriches or extends their learning during the unit?
- What would you do differently and why?