

WEST VIRGINIA WESLEYAN COLLEGE
School of Education
LESSON PLAN
Fall 2025

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: SS.2.1 Analyze examples of fairness of rules and laws and evaluate their consequences.	
Objective(s) <i>the student will be able to... (include audience, behavior, condition, and degree)</i> Example: Given a graphic organizer and an age-appropriate article, students will be able to list two causes and two effects of Jim Crow laws.	

Materials/Preparation/Technology:

- 1) references for teacher resources,
- 2) materials and technology used in preparation and during the lesson by the teacher
- 3) materials and technology used by students during the lesson.
- 4) Worksheets, PowerPoints, and other learning materials should be copied and pasted at the end of the lesson plan.

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:

<https://www.edutopia.org/article/3-ways-to-help-students-master-academic-language> (2023)
<http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley> (2014)

Instructional Sequence (steps 1-4):

<p>1. Instructional Method <i>Describe methods used to deliver the instruction, e.g., collaborative groups, group debate, student presentations, directed instruction, technology-based review, brainstorming session.</i></p>	
<p>2. Introduction <i>The lesson begins with each of the following: schema activation (activate prior knowledge/review), makes the learning goal explicit to students, & provides students with an overview of the lesson.</i></p> <p>Describe procedures for introduction:</p> <ol style="list-style-type: none"> 1. 2. 	
<p>Teacher Activity <i>Describe what teacher will say and do in a clearly written bulleted list.</i></p> <p>●</p>	<p>Student Activity <i>Describe expectations for student behaviors in a clearly written bulleted list.</i></p> <p>●</p>

<p>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></p> <p>Describe procedures for instruction:</p> <ol style="list-style-type: none"> 1. 2. 	
<p>Teacher Activity <i>Describe what teacher will say and do in a clearly written bulleted list.</i></p>	<p>Student Activity <i>Describe expectations for student behaviors in a clearly written bulleted list.</i></p>
<p>4. Closure <i>The written plan concludes with a brief review to check for learner understanding & previews upcoming lesson(s).</i></p> <p>Describe procedures for closure:</p> <ol style="list-style-type: none"> 1. 2. 	
<p>Teacher Activity <i>Describe what teacher will say and do in a clearly written bulleted list.</i></p> <p>●</p>	<p>Student Activity <i>Describe expectations for student behaviors in a clearly written bulleted list.</i></p> <p>●</p>

Differentiated Instruction:

SPECIFIC Strategies for diversity, individual differences, and abilities. Lesson offers learners supplemental means of accessing content (e.g., explicitly references a [relevant UDL Guideline](#) or IEP protocol).

Accommodations and/or Modifications:

*Lesson offers learners multiple modes of expressing understanding that accommodate **specific** learning need(s) in highly effective way(s) (e.g., accommodates **specific** learning need **and** explicitly references a [relevant UDL Guideline](#) or IEP protocol).*

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

<https://www.edutopia.org/article/differentiated-instruction-resources>

Assessment:

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

*Plan for formative assessment tightly aligns with learning goal(s) **and** enables responsiveness to needs of each student.*

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?

Lesson Appendix

*All handouts, PowerPoint slides, practice problems, etc. that are described in written plan are **included** with the submission.*