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| **School:** |  | **Subject:** |  | **Teacher:** |  | **Lesson Plan Date(s):** |  |
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| PRE-PLANNING | **OBJECTIVE**  What will your students be able to learn? | **Standard/Benchmark**: | |
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| **ASSESSMENT** *“Begin with the End in Mind”*  How will you know whether your students have made progress toward the objective? How and when will you assess mastery? | | |
|  | | |
| **ESSENTIAL QUESTION**  A higher order question that is directly derived from the benchmark, introduced at the beginning of the lesson, discussed throughout the lesson, and answered by students at the end of the lesson to show understanding of the concepts taught. | | |
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| **HIGHER ORDER QUESTIONS (3-5 questions)**  What questions will be answered to provoke higher order thinking and include Moderate to High FSA Complexity Levels? What would the ideal student response be for each question? | | |
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| LESSON CYLCE  REINFORCEMENT | **BELL RINGER (10 min) or FOCUS LESSON (30 min)**  Follow the Focus Calendar to provide reinforcement of previously taught skills. | **TIME**  Approximate | |
| 10 min BR | 30 min |
|  |
| **INTRODUCTION**  Brief part of the lesson when students learn the objective/essential question and how mastering the objective leads to achieving the bigger goal of the course.   * Provide a hook to motivate students and link to prior knowledge in order to introduce a new concept. * Explain the relevance of lesson and the importance of learning the concept.   Introduce important vocabulary using the word wall as an interactive learning tool. | *5-10 min* | |
|  |
| **MODELING** *“I DO”*  Component of the lesson when teacher explicitly models to students exactly what they are expected to do during guided practice and eventually during independent work.   * Conduct a think aloud while modeling the steps to completing an activity or solving a problem. * Model the use of a graphic organizer.   Use questioning techniques such as re-directing, wait-time and prompting. | *10-15*  *min* | |
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| **GUIDED PRACTICE** *“WE DO”*  Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the modeled portion of the lesson.   * Incorporate the use of a collaborative strategy in small groups. Encourage student accountable talk during group discussion.   Perform checks for understanding. | *15-25 min* | |
|  |
| **INDEPENDENT PRACTICE** *“YOU DO”*   * Assign students independent work that is directly aligned with the “I Do” and “We Do” portions of the lesson.   Circulate around the room to provide individual support | *15-25 min* | |
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| **DIFFERENTIATED INSTRUCTION**   * Differentiate your instruction to reach the diversity of learners in your classroom. * Pull small groups or individuals for more intensive support.   Conduct Center Rotations |
| **Teacher Directed:** |
| **Independent:** |
| **Technology:** |
| **CLOSURE**   * Wrap up the lesson and help students organize the information learned into a meaningful context. * Have students reflect on or answer the Essential Question.   Help students connect today’s learning to their bigger goal in the course. | *5*  *Min* | |
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| **HOME-LEARNING**  How will students practice what they learned? How will opportunities be provided for students to maintain mastery of previously mastered skills/concepts? | | |
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| PRE-PLANNING | **Standard/Benchmark** | | | | **OBJECTIVE** (What will your students be able to learn?) | | | | |
|  | | | |  | | | | |
| **ASSESSMENT** *“Begin with the End in Mind”*  How will you know whether your students have made progress toward the objective? How and when will you assess mastery? | | | | **ESSENTIAL QUESTION(S)**  A higher order question that is directly derived from the benchmark, introduced at the beginning of the lesson, discussed throughout the lesson, and answered by students at the end of the lesson to show understanding of the concepts taught. | | | | |
|  | | | |  | | | | |
| **HIGHER ORDER QUESTIONS** (3-5)  What questions will be answered to provoke higher order thinking and include Moderate to High FSA Complexity Levels? What would the ideal student response be for each question? | | | | **Vocabulary**  Essential vocabulary that should be introduced and/or reviewed. | | | | |
|  | | | |  | | | | |
| LESSON CYCLE | **INTRODUCTION** (Set the purpose of the lesson).   * Introduce or review the Essential Question. * Explain the relevance of lesson and the importance of learning the concept. * Introduce important vocabulary using the word wall as an interactive learning tool. | | | | | | | | |
| **Day 1** | | **Day 2** | **Day 3** | | | **Day 4** | **Day 5** | |
|  | |  |  | | |  |  | |
| **MODELING** *“I DO”* (Explicitly model exactly what students are expected to do during shared practice, guided practice and eventually during independent work.)   * Conduct a think aloud. * Model the use of a graphic organizer or interactive journal entry. | | | | | | | | |
| **Day 1** | | **Day 2** | **Day 3** | | | **Day 4** | **Day 5** | |
|  | |  |  | | |  |  | |
| **GUIDED PRACTICE** *“WE DO”* (Provide students support while they try doing what was modeled to them; Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the guided portion of the lesson)   * Encourage student accountable talk during discussion. * Incorporate the use of a collaborative strategy in small groups. * Perform checks for understanding. | | | | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | | **Day 4** | | | **Day 5** |
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|  | **INDEPENDENT PRACTICE** *“YOU DO”* (Allow students the opportunity to independently practice what was learned throughout the lesson.)   * Pull small groups or individuals for more intensive support. * Assign students independent work that is directly aligned with the “I Do”, “We Do” and “They Do” portions of the lesson. * Provide above-level students with extended practice through the use of higher level activities. | | | | |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **CLOSURE** (Wrap up the lesson and help students organize the information learned into a meaningful context.)   * Have students reflect on or answer the Essential Question. * Help students connect today’s learning to their bigger goal in the course. | | | | |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
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| **DIFFERENTIATION SCHEDULE (Note: Math has only one 30 min rotation)** | | | | | | |
| **Week of : \_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | |
|  | | **Teacher-Led Group** | **Skill Group** | **Computer Station** | **Optional: Other** | **Optional: Other** |
| 1st Rotation | **Group Name:** |  |  |  |  |  |
| **Instructional Focus:** |  |  |  |  |  |
| **Students:** |  |  |  |  |  |
| **Evaluation/Artifact:** |  |  |  |  |  |
| **Lesson/Practice:** |  |  |  |  |  |
| 2nd Rotation | **Group Name:** |  |  |  |  |  |
| **Instructional Focus:** |  |  |  |  |  |
| **Students:** |  |  |  |  |  |
| **Evaluation/Artifact:** |  |  |  |  |  |
| **Lesson/Practice:** |  |  |  |  |  |
| 3rd Rotation | **Group Name:** |  |  |  |  |  |
| **Instructional Focus:** |  |  |  |  |  |
| **Students:** |  |  |  |  |  |
| **Evaluation/Artifact:** |  |  |  |  |  |
| **Lesson/Practice:** |  |  |  |  |  |