



## Lesson Plan

Teacher:

Grade Level:

Date:

Topic:

<b>Objectives</b> What should the students be able to do, understand, or care about as a result of the lesson?	
<b>Standards</b> What are the standards of performance to be expected?	
<b>Anticipatory Set</b> What is the "hook" for the lesson? How will you grab the students attention?	
<b>Teaching (input, modeling, checking for understanding)</b> How will you present the lesson input? How will you model what is expected? How will you determine students have "got it" before proceeding?	
<b>Guided Practice/ Monitoring</b> How will students demonstrate their learning? How will you monitor and support?	
<b>Closure</b> How will you bring the lesson presentation to an appropriate conclusion?	
<b>Independent Practice</b> What will you have students do for reinforcement practice?	

Teacher:

Date:

Subject / grade level:

Materials:

NC SCOS Essential Standards and Clarifying Objectives

Lesson objective(s):

Differentiation strategies to meet diverse learner needs:

**ENGAGEMENT**

- Describe how the teacher will capture students' interest.
- What kind of questions should the students ask themselves after the engagement?

**EXPLORATION**

- Describe what hands-on/minds-on activities students will be doing.
- List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration

**EXPLANATION**

- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations.

**ELABORATION**

- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students' observations?
- How is this knowledge applied in our daily lives?

**EVALUATION**

- How will students demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson

## Lesson Plan Template

<b>LESSON PLAN</b>					
Date: _____	Title of the Lesson: _____				
Curriculum Area: _____	Unit of Study: _____				
<b>Background Information:</b>	<b>Grouping:</b>				
<b>Learning Expectations:</b>	<b>Assessment:</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px; vertical-align: top;"><b>Lesson:</b></td> <td style="width: 30%; padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mental Set</li> <li><input type="checkbox"/> Sharing the Purpose/ Objectives</li> <li><input type="checkbox"/> Input</li> <li><input type="checkbox"/> Modelling</li> <li><input type="checkbox"/> Check for Understanding</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent Practice</li> <li><input type="checkbox"/> Closure</li> </ul> </td> </tr> <tr> <td colspan="2" style="padding: 5px; vertical-align: top;"><b>Materials/Resources:</b></td> </tr> </table>		<b>Lesson:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mental Set</li> <li><input type="checkbox"/> Sharing the Purpose/ Objectives</li> <li><input type="checkbox"/> Input</li> <li><input type="checkbox"/> Modelling</li> <li><input type="checkbox"/> Check for Understanding</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent Practice</li> <li><input type="checkbox"/> Closure</li> </ul>	<b>Materials/Resources:</b>	
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<b>Materials/Resources:</b>					
<b>Bloom's Taxonomy:</b> <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	<b>Multiple Intelligences:</b> <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic				
<b>Modifications:</b>					
<b>Personal Notes/Reminders/Homework/Other Considerations:</b>					

Intern Name:  
 Date:  
 Grade Level/Course Name:

Subject:  
 Number of Students:  
 Time:

Planning	<p><b>LEARNING TARGETS:</b>  <b>Common Core and/or State EALRs:</b> Identify which common core or state EALR standards will be addressed.  <b>Learning Objectives:</b> Clearly state in specific &amp; measurable terms what you expect students to <b>know and be able to do</b> as a result of this lesson.  <b>Student Friendly Learning Objectives:</b> State the learning objectives in student-friendly language.</p>
	<p><b>FORMAL ACADEMIC ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Identify prior academic learning and prerequisite skills.</li> <li>2. Identify or design your preassessment (if needed) for the prior academic learning and prerequisite skills. (Attach a copy.)</li> <li>3. Identify or design your assessment for the behavioral objectives identified above. (Attach a copy.)</li> <li>4. Identify the evaluation criteria for you and/or your students will use to determine whether the objectives are mastered.</li> </ol> <p><b>FORMAL STUDENT SELF-ASSESSMENT:</b>          Design a tool for students to complete that includes:</p> <ol style="list-style-type: none"> <li>a) How students will show that they know the learning targets and how to meet them;</li> <li>b) How students will monitor their progress toward meeting the learning targets;</li> <li>c) How students will access additional resources or support when needed to meet the learning targets.</li> </ol>
Opening	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Script the hook you will use to pique your students' interest.</li> <li>2. Script what the teacher and students will say to make clear <i>what</i> students will learn and be able to do, including stating the <i>importance</i> of the learning.</li> <li>3. Script your behavioral expectations.</li> </ol> <p><b>Review:</b> Identify how you will link students' prior academic learning to the new learning.  <b>Academic Vocabulary:</b> List and define (in student-friendly language) the academic vocabulary that will be used in the lesson.</p>
Lesson Body	<p><b>Teaching Strategies:</b> Outline the sequence of <i>learning tasks</i> designed to engage students in the lesson.</p> <ol style="list-style-type: none"> <li>1. <b>Develop</b> students' understanding by explicitly modeling, explaining, or demonstrating concepts and linking prior academic learning to new instruction.           Informal Assessment:</li> <li>2. <b>Practice</b> with appropriate scaffolding (i.e. guided practice) that supports students in building or deepening understanding of concepts. (Attach a copy of the practice examples.)           Informal Assessment:</li> <li>3. <b>Apply</b> skills and knowledge independently.           Informal AND Formal Assessment:</li> </ol>
Closure	<p><b>Student Self-Assessment:</b>          Identify how you and your students will complete the assessment.</p> <p><b>Lesson Summary:</b></p> <ol style="list-style-type: none"> <li>1. Script how you will wrap up the lesson and how your students will communicate their understanding of the target and its importance.</li> <li>2. Script how you will connect today's learning with past learning and tomorrow's target.</li> <li>3. Script how you will provide behavioral and academic feedback.</li> <li>4. Make plans for what you will do if the class or some students finish the lesson early.</li> </ol>
Analyzing Student Learning	<p><b>AFTER THE LESSON</b></p> <ol style="list-style-type: none"> <li>1. <b>Formal Assessment Results:</b> Illustrate whole class results in a graphic form (table or chart).</li> <li>2. <b>Type of Feedback:</b> Provide specific examples of the feedback (strengths and weaknesses) that was provided to your students (verbally or in writing).</li> <li>3. <b>Focus Students:</b> Describe how you will support three focus students to apply the feedback that you provided.</li> </ol>

## School-Age Lesson Plan Template

<b>Activity Title</b>			
<b>Description</b>			
<b>Learning Goals</b>			
<b>Materials</b>			
<b>Space Requirements</b>			
<b>Safety Considerations</b>			
<b>Procedure</b> (describe what to do)			
<b>Staff Needed</b>			
<b>Duration</b>	<b>Ages/ Grade Span</b>	<b>Key Learning Areas</b> (PA Learning Standards)	<b>SACERS</b>
<b>Extensions</b>			
<b>Documentation &amp; Reflections</b>			

Template adapted from: The National Institute on Out-of-School Time, 2005. **Links to Learning: A curriculum planning guide for after-school programs.** Nashville: TN: School-Age NOTES and YMCA of the USA, 2001. **YMCA School-age care curriculum framework.** Champaign, IL: National Council of Young Men's Christian Association of the United States of America.



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Subject:	Teacher:	Lesson Plan Date:
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<b>PRE-PLANNING</b>	<b>OBJECTIVE</b> What will your students be able to learn?	<b>BENCHMARK:</b>
	<b>ASSESSMENT "Begin with the End in Mind"</b> How will you know whether your students have made progress toward the objective? How and when will you assess mastery?	
	<b>ESSENTIAL QUESTION</b> 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.	
	<b>HIGHER ORDER QUESTIONS (3-5)</b> What questions will be answered to provoke higher order thinking and include Moderate to High FCAT Complexity Levels? What would the ideal student response be for each question?	
	<b>BELLRINGER</b> Follow the Focus Calendar to provide reinforcement of previously taught skills.	
<b>LESSON CYLCE</b>		<b>TIME</b> Approximate <b>10 min</b>
	<b>INTRODUCTION</b> 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. <ul style="list-style-type: none"> <li>Provide a hook to motivate students and link to prior knowledge in order to introduce a new concept.</li> <li>Explain the relevance of lesson and the importance of learning the concept.</li> <li>Introduce important vocabulary using the word wall as an interactive learning tool.</li> </ul>	<b>25-30 min</b>
	<b>MODELING "I DO"</b> 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. <ul style="list-style-type: none"> <li>Conduct a think aloud while modeling the steps to completing an activity or solving a problem.</li> <li>Model the use of a graphic organizer.</li> <li>Use questioning techniques such as re-directing, wait-time and prompting.</li> </ul>	
	<b>GUIDED PRACTICE "WE DO"</b> 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. <ul style="list-style-type: none"> <li>Incorporate the use of a collaborative strategy in small groups.</li> <li>Encourage student accountable talk during group discussion.</li> <li>Perform checks for understanding.</li> </ul>	
	<b>COLLABORATIVE PRACTICE "THEY DO"</b> Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the shared portion of the lesson. <ul style="list-style-type: none"> <li>Incorporate the use of a collaborative strategy in small groups.</li> <li>Circulate throughout the room and provide guidance to each group as needed.</li> </ul>	
	<b>INDEPENDENT PRACTICE "YOU DO"</b> Differentiate your instruction to reach the diversity of learners in your classroom. <ul style="list-style-type: none"> <li>Assign students independent work that is directly aligned with the "I Do" and "We Do" portions of the lesson.</li> <li>Conduct Center Rotations</li> <li>Circulate around the room to provide individual support.</li> <li>Pull small groups or individuals for more intensive support.</li> </ul>	
	<b>SMALL GROUP INSTRUCTION</b>	<b>1 – 3 Group Rotations (Depending on the course)</b>
	<b>Teacher Directed:</b>	
	<b>Independent:</b>	
	<b>Technology:</b>	
<b>CLOSURE</b> Wrap up the lesson and help students organize the information learned into a meaningful context. <ul style="list-style-type: none"> <li>Have students reflect on or answer the Essential Question.</li> <li>Help students connect today's learning to their bigger goal in the course.</li> </ul>	<b>5 min</b>	
<b>HOME-LEARNING</b> How will students practice what they learned? How will opportunities be provided for students to maintain mastery of previously mastered skills/concepts?		

	Subject:	Grade level:	Date:	
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<b>PRE-PLANNING:</b>	<b>OBJECTIVE.</b> What will your students be able to do?	<b>CONNECTION TO THE BIG GOAL.</b> How does the objective connect to the big goal?
	<b>ASSESSMENT.</b> How will you know whether your students have made progress toward the objective? How and when will you assess mastery?	
	<b>KEY POINTS.</b> What 3-5 key points will you emphasize?	
<b>LESSON CYCLE:</b>	<b>OPENING. (10 min.)</b> How will you communicate <i>what</i> is about to happen? How will you communicate <i>how</i> it will happen? How will you communicate its <i>importance</i> ? How will you communicate <i>connections</i> to previous lessons? How will you engage students and capture their interest?	<b>MATERIALS.</b>
	<b>INTRODUCTION TO NEW MATERIAL. (10 min.)</b> What key points will you emphasize and reiterate? How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate?	
	<b>GUIDED PRACTICE. (15 min.)</b> How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you scaffold practice exercises from easy to hard? How will you monitor and correct student performance? <input type="checkbox"/>	
	<b>INDEPENDENT PRACTICE. (25 min.)</b> How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension?	
	<b>CLOSING. (5 min.)</b> How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?	
	<b>DIFFERENTIATION</b> How will you differentiate your instruction to reach the diversity of learners in your classroom?	
<b>REINFORCEMENT</b>	<b>HOMEWORK (if appropriate).</b> How will students practice what they learned? <input type="checkbox"/>	

## Lesson Plan Framework

Teacher:

Grade Level:

Lesson Topic:

Length of Lesson:

**Context for Learning:** Briefly describe the students for whom this unit was developed. This should include the number of students in the class, any special needs, and any other relevant characteristics.

**Learning Goal:** What do you want students to learn as a result of this lesson?

**Instructional Objectives:** What specific behaviors/strategies/performances would indicate achievement of the Learning Goal?

**Vocabulary:** What words/phrases do you want students to understand and use?

**Standards:** Reference all relevant Common Core Standards.

**Prior Knowledge:** What must students know before they begin this lesson?

**Assessment:** What evidence will you collect that students have mastered the instructional objectives?

**Assessment Results:** What responses do you anticipate, and what do they mean in terms of mastering the learning goals?

Possible Responses

Possible Interpretations

**Learning Segments:** What strategies, procedures, and transitions, will you use?

What questions do you ask that promote higher order thinking?

Materials

**Motivation:** What motivator will you use to begin the lesson?

Key Questions:

**Lesson Procedure:**

Key Questions:

**Closure:**

Key Questions:

**Grouping Options:** How will your groups be organized? What roles will students fulfill? Check all that apply and describe when in the lesson it will be used.

**Differentiation:** How will you differentiate instruction to accommodate individual students' anticipated learning difficulties, interests, and/or cultural heritage?

- Individual
- Pairs
- Cooperative
- Whole Group

**Rationale/Theoretical Reasoning:** What sources support your pedagogy and methodology? Why have you chosen the strategies you have elected to use? Include your rationale for manipulative/material choices.