DAILY/UNIT LESSON PLAN[1]

Subject/Topic:
Date(s):   Grade Level(s):   Teacher:

CHECK ONE:

☐ This is a plan for a full unit that will last two or more days. (*Not applicable for Academic Review*)

☐ This is a one-day lesson plan. (*If used for daily planning, completing all areas below may not be necessary if a previously designed unit plan is guiding the daily lesson.*)

PLANNING
Standard(s)/Competencies:
Professional Development: How did you incorporate learning from professional development in this lesson? Identify the source of the PD.
Essential Understandings: What will students know, be able to do, or understand? (can be expressed as questions or statements)
Learning Goal(s) (objectives in student-friendly language):   1. Behaviors students will exhibit to show learning: 2. Conditions under which the students will exhibit these behaviors: 3. Criteria for success:

Details: Vocabulary, Skills/Steps, People, Places &/or Concepts?	Materials and Technology Tools Needed

Primary Summative Assessment(s):
What will be accepted as evidence that students have learned?

Pre-Assessment Administered? __ Yes __ Not Applicable

INSTRUCTION	TIMING/TRANSITIONS
Introduction How will I provide a clear purpose to inform the students what they will be learning, why they are learning it, and how they will use the new learning? (e.g., activating prior knowledge/hook; framing lesson; establishing relevance; providing motivation, etc.)	Intro _____ Minutes
Active Instruction: What will I be doing with whole group and small groups? I will:	Active Instruction _____ Minutes

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Active Learning: What will students be doing in whole group and small groups? | **Active Learning**
The students will: | _____ Minutes

Teacher Actions	Student Actions
☐Modeling/Demonstration	☐Guided Practice
☐Interactive Lecture	☐Independent Practice
☐Lead Discussion	☐Periodic Movement
☐Ask High Level Questions *(What if? How do you know?)*	☐Turn and Talk/Small Group Talk
☐Read Aloud	☐Think Pair Share
☐Share Stories, Poems, Pictures	☐Complete study guide/graphic organizer/notes/notebook (product focus)
☐Lead Small Learning Groups	☐Writing
☐Meet with Individual Students	☐Reading
☐Work Alongside Students to Guide Learning	☐Listening and/or Viewing
☐Scaffold Lesson	☐Participation in centers/stations
☐Gradual Release of Responsibility	☐Using manipulatives
☐Walk Around	☐Collaboration
☐Teach/Monitor in close proximity to the students	
☐Recognize/Reinforce	

Differentiate | The Five C's | Problem Solving | Culmination
☐ content | ☐ Critical Thinking | ☐asking | ☐Presenting/Oral Report
☐ process | ☐ Creative Thinking | ☐imagining/connecting | ☐Publishing
☐ product | ☐ Communication | ☐planning | ☐Completing Performance Task
☐ environment | ☐ Collaboration | ☐creating
☐ resources | ☐ Citizenship | ☐improving

☐Other: | ☐Other:

Transition Notes:

Closure: How will I bring the lesson(s) to a close?

ASSESSMENT

Formative Assessment(s) *How will I check for understanding along the way? (e.g., exit slips? engagement check? turn/talk/share? Quiz? homework check?)*

Summative Assessment(s): See page 1

Comments/Reflection: