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| **TEAM Lesson Plan Template** |
| Teacher: |
| Subject/Grade: |
| Lesson Title: |
| **STANDARDS** | **Identify what you intend to teach.** State, Common Core, ACT College Readiness Standards and/or State Competencies; Enduring Understandings and Essential Questions. |
| ***These should be written in an alpha-numeric format as well written out. These are for the teacher and administrator.***  |
| **OBJECTIVE(s)/Sub-Objectives** | **Connect prior learning to new learning.** Clear, Specific, Observable, Demanding, High Quality, Measurable, Aligned to Standard(s), and Integrated with other subjects, build on prior student knowledgeStudent-Friendly (I Can Statement) |
| ***These should be written in student-friendly terms so students clearly understand their expectations. Each standard will have multiple sub-objectives.***  |
| **MATERIALS AND RESOURCES**  | **Content-related:** Clearly supports lesson objective(s); rigorous & relevant; Incorporates multimedia & resources beyond the textbook.  |
| **Activities & Materials** ***\*Relate to students lives/real world connections (NOTE: Clearly identify where you will use each of these in your lesson; do not just check the box!)***\_\_ Centers \_\_ Game \_\_ Journal \_\_ IPads \_\_ PowerPoint \_\_ Smartboard \_\_ Laptop/Computers \_\_Internet Resource (Include urls)\_\_Calculators \_\_ Manipulatives \_\_ Teacher Made Materials \_\_ Worksheets/Handouts Workbook (pg.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Textbook (pg.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher’s Guide (pg.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **What if the technology is not working?****Routine for distributing materials** |
| **ACCOMMODATIONS/ADAPTATIONS** | **Learning styles and interests.** Anticipate learning difficulties, regularly incorporate student interests & cultural heritage; differentiate instructional methods. |
| **Modifications/Plans for Diverse Learners *(NOTE: Clearly identify where you will use each of these in your lesson; do not just check the box!)*****Differentiation****----- Content ----- Process -----Product ----- Tiered Assignments ----- Flexible Grouping****----- Learning Centers \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Accommodations****\_\_\_ Preferential Seating \_\_\_ Extended Time \_\_\_ Small Group \_\_\_ Peer Tutoring** **\_\_\_ Modified Assignments \_\_\_ Other** **Early Finishers:** |

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| **MOTIVATING STUDENTS/ANTICIPATORY SET** | **“Hook”: Engage students’ attention and focus on learning.** Personally meaningful and relevant. |
| ***How will you get students attention before beginning the lesson? Will you tell a story? Show a video? How will you relate what you are doing to students’ lives or make them interested in learning about the day’s concepts?*** |
| **INSTRUCTIONAL PROCEDURES** | **Step-by-Step Procedures-Lesson Sequence: Basic to Complex.** Lesson includes visuals, modeling, logical sequencing and segmenting (beginning, middle, ending); essential information; concise communication; grouping strategies; differentiated instructional strategies to provide intervention & extension; seamless routines; varied instructional strategies; key concepts & ideas highlighted regularly. |
| ***Introductio*n** ***The introduction to a lesson plan is the same as the opening sentence of an essay because it draws the student or reader in. The introduction of an effective lesson plan will set up the activities to follow. This part of the lesson plan will introduce students to the concepts and goals of the lesson. It will also help students understand how the lesson plan relates to previous lessons and future lessons (Burden & Byrd 2003).* *Use the introduction to tell us a little about your lesson plan. Briefly describe the instructional techniques, what students are to learn, and any activities or assessments that you think are particularly noteworthy.***Yesterday we…… Today we will……**Motivating Students *(NOTE: Clearly identify where you will use each of these in your lesson; do not just check the box!)***\_ Game \_\_ Review \_\_ Verbal Reinforcement \_\_ Small Rewards \_\_ Relate to Real World \_\_ Other **Presenting Instructional Content *(NOTE: Clearly identify where you will use each of these in your lesson; do not just check the box!)***\_\_ Lecture/Notes \_\_ Hands-On \_\_ Work Examples \_\_ Graphic Organizer \_\_ Brain Pop \_\_ Game \_\_ Venn Diagram \_\_ Video \_\_ Discussion \_\_ Guided Practice \_\_ Discovery Learning \_\_Maps \_\_ Modeling \_\_\_\_\_ Other:***Instructional strategies:******Input -* Hook (Set)** ***Include here a relatively detailed outline of the content that you will present in the lesson. Think of this part as your "teaching notes."*****Modeling and Guided Practice *-*** ***describe what you will do to guide the students in practicing the skills you taught them through your input. Guided practice involves you working with them step-by-step, listening to or watching their performance, finding out where they are having problems (so this is a form of formative assessment). As you do this, or after you have monitored their progress:*** **Check for Understanding (CFU) –** ***What am I doing for students that progress at different rates?*** ***What do I do if they get it?*** ***What do I do if they don’t get it?***  |
| **QUESTIONING/THINKING/PROBLEM SOLVING (embedded throughout)** | **Balanced mix of question types.** Utilizes Blooms Taxonomy/Webb’s Depth of Knowledge; high frequency; purposeful & coherent; require active responses; balance based on volunteers/non-volunteers, ability, & gender; lead to further inquiry & self-directed learning.  **Implement four types of thinking (Analytical, Practical, Creative, & Research-based) & Teach/Reinforce problem-solving types**. Provide opportunities for students to generate ideas & alternatives; analyze, evaluate & explain information from multiple perspectives& viewpoints. |
| **Questioning *Guiding Questions: (Blooms) (NOTE: Clearly identify where you will use each of these in your lesson; do not just check the box!)*****Knowledge:****Comprehension:** **Application:****Analysis:** **Synthesis:****Evaluation:** **Thinking*(NOTE: Clearly identify where you will use each of these in your lesson; do not just check the box!)***  \_\_ **Practical** –***Students use/apply/implement real life scenarios***\_\_ **Creative**– ***Students Create/design/imagine/suppose*** \_\_ **Analytical** – **Students analyze /compare contrast/evaluate/explain**  \_\_ **Research-based** – ***Students explore/review variety of ideas, models, solutions to a problem*** **\*What am I going to do to give Ss opportunity to?** **1. Generate variety of ideas:** **2. Analyze problems from multiple viewpoints:** **Problem Solving *Note: Teach 2 or more types of problem solving (NOTE: Clearly identify where you will use each of these in your lesson; do not just check the box!)***\_\_\_ **Abstraction (ex: Take 1 piece out – still make association) \_\_\_ Categorization** **\_\_\_ Drawing conclusions/Justifying Solutions \_\_\_ Predicting Outcomes (If; Then)** **\_\_\_ Observing and Experimenting \_\_\_ Improving Solutions (ex: Better Way)** **\_\_\_ Identifying Relevant/Irrelevant Information** **\_\_\_ Generating Ideas \_\_\_ Creating and Designing**  |

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| **GROUPING** | **Maximize student understanding & learning** Varied group composition (race, gender, ability, & age); clearly understood roles, responsibilities & group work expectations; accountability for group & individual work; student opportunities for goal setting, reflection & evaluation of learning. |
| * How will you group students (homogeneously or heterogeneously)?
* Which group roles will you assign?
* How will each member know their expectations?
* How will you **seamlessly** transition to groups?
* What group product will they create/submit/present?
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| **ASSESSMENT** | **Formative and/or summative assessment.** A variety of assessments, including rubrics, measure achievement of objectives and informs instruction.  |
| ***Assessments: aligned with state stds; measurement criteria; measure student performance in more than 2 ways (project, experiment, presentation, essay, short answer, multiple choice test) (NOTE: Clearly identify where you will use each of these in your lesson; do not just check the box!)*****\_\_\_ ThinkLink Probe \_\_\_ Study Island \_\_\_ Teacher Made Test \_\_\_ Unit/Chapter Test \_\_\_ Project \_\_\_ Quiz** **\_\_\_ Group Assignment \_\_\_ Study Guide \_\_\_ Oral Presentation \_\_\_ Graphic Organizer \_\_\_ Exit Ticket** **\_\_\_ Journal \_\_\_ Questions/Answers** **\_\_\_Teacher Observation *(thumbs up/thumbs down, etc.)*\_\_\_ Solution to Real World Problem** **\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  *\****Students should achieve \_\_\_\_\_% mastery of this objective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **CLOSURE** | **Reflection/Wrap Up.** Summarizing, reminding, reflecting, restarting, connecting. |
| ***During the conclusion part of creating an effective lesson plan teachers must sum up the ideas learned from the lesson. A teacher should also relate this information to future and past coursework to provide students with a broad understanding of the ideas learned. It is important to allow students enough time to ask questions, assert assumptions, and summarize the lesson during this part of the lesson plan.**** ***Review/Summary: wrap up what has been learned and accomplished in the lesson (even if they are in the middle of an exercise, it is still important to summarize to the point where they are now). Ideally involve students in this synthesis.***
* ***Preview for next lesson: link what they did to day with where they are going next.***
* ***Upcoming assignments: remind them of any upcoming assignments.***

***Today we…. Turn to your partner and…. Let’s review our I Can statements……*** ***Here is your exit ticket for today…..*****Follow-up Activities/Extension *These may be designed to create a longer or more intense lesson. For example, if the class is able to cover the material in a lesson much faster than expected, extensions may prove helpful. Extensions may also be useful in various parts of a lesson where the teacher (and class) decides they should spend more time on a skill or topic.******Reflection: You must reflect on every lesson you teach.*** |

**NOTES:**