

NAME: _____

Lesson Plan Template

How Will You Cause Learning Today?

SUBJECT		GRADE
TOPIC	DATE	PERIOD

Essential Question(s):

OBJECTIVES OF THE LESSON

A statement or statements of what students will be able to do AS A RESULT of rather than AS PART OF the lesson.

SWBAT:

ASSESSMENT OF THE OBJECTIVES

Describe how you will collect evidence that individual students have indeed met the lesson objectives.

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PURPOSE SETTING	MODELING	BEFORE READING, VIEWING, or LISTENING				DISCUSSION	ORGANIZING	WRITING	VOCABULARY
		TEACHER <ul style="list-style-type: none"> focusing attention, laying groundwork, creating interest, sparking curiosity...think of it as setting the stage/setting them up for success make sure students "get" the <u>purpose</u> (not just agenda) of today; what it will result in or lead to; the "why" of what they'll be doing 	STUDENTS <ul style="list-style-type: none"> strategies to get STUDENTS thinking about what they already know cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts STUDENTS are caused to think about that element of today's learning that is most close to or familiar to them 						
		DURING READING, VIEWING, or LISTENING							
		<ul style="list-style-type: none"> strategy(ies) for active engagement with the new content that's coming what are students doing WHILE reading, viewing, or listening? 							

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PURPOSE SETTING	MODELING	<h2>AFTER READING, VIEWING, or LISTENING</h2> <ul style="list-style-type: none"> • how will students apply new knowledge in a new way? • how will students check to see if their understanding is correct? • how will students be prompted to reflect on what they learned? • how will students be prompted to reflect on how they learned it? <p><i>[Also, Please Note: The Assessment Occurs in the After Phase]</i></p>			DISCUSSION	ORGANIZING	WRITING	VOCABULARY	UNDERSTANDING
		ASSESSMENT:							

Discussion	Organizing	Writing	Vocabulary
Think-Pair-Share Authentic Questions Seed Discussions Group Pattern Puzzles Group Graphic Organizers Carousel Gallery Walk Concentric Circles Clock Buddies Group QARs Capsule Vocabulary	Power Thinking Pattern Puzzles Graphic Organizers Venn Diagram/Comparison Selective Underlining/Highlighting Column Notes History Frame/Story Map Sticky Notes Opinion-Proof/Conclusion-Support Problem-Solution	Summarizing Sum It Up Framed Paragraph Writing Template Journal/Learning Log RAFT Spool Paper Sentence Synthesis Word Combining	Word Map Concept of Definition Map Graphic Organizers Sentence/Word Expansion Word Combining Capsule Vocabulary Semantic Feature Analysis Journal/Learning Log

RATIONALE
<ul style="list-style-type: none"> • Why teach the lesson THIS WAY? • Why, given this lesson's objectives, are THESE the best strategies to choose and use? Be specific! • Explain why <u>this</u> sequence of activities best leads to cultivating the behaviors or performing the skills or displaying the knowledge called for by the objectives.

REFLECTION [IF LESSON WAS TAUGHT]
Was the lesson successful? How do you know? What would you do differently next time?