**LESSON PLAN** – **How will I CAUSE learning today?Subject: Grade:**

**Topic: Date: Period:**

**Materials:**

**Essential Question(s):**

**OBJECTIVE(S) of the Lesson**

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

**SWBAT:**

ASSESSMENT of the Objective(s)

What evidence will be collected from individual students that shows they have met the lesson objective(s)?

**EVIDENCE of Learning:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **T** | **T** | **T** | **T** | **BEGINNING of Lesson** | **S** | **S** | **S** | **S** | **S** |
| **Setting a Purpose** | **Creating a Hook/Relevance** | **Teaching**  **or Facilitating** | **Standards/Skills Taught** | * Focus students’ attention * Set students up for success (materials and organization needed) * Create an interest in the lesson’s topic * Connect students to their prior knowledge * Connect students to the community/world * Foster a growth mindset about the topic (I CAN…) * Address misunderstanding of vocabulary, concepts, etc. * Make sure students understand what they are responsible for learning and how they will know they mastered the objective(s) * Share the day’s agenda of learning activities. | **Organizing** | **Reading** | **Writing** | **Speaking/Listening** | **Creating Meaning** |
|  |  |  |  |  |  |  |  |  |  |

Transition

What do students need to know and do prepare for the next activity?

* Organization of papers/materials
* Collection of work
* New materials
* Seating considerations
* How much time do students need?
* Signal to regain students’ attention

Transition to Lesson: *\*Before annotating some important parts of your Welcome packet today, we need to …*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **T** | **T** | **T** | **T** | **DURING the Lesson** | **S** | **S** | **S** | **S** | **S** |
| **Setting a Purpose** | **Creating Relevance** | **Teaching or Facilitating** | **Standards** | * Plan strategies for teaching new content * Align engaging and relevant activities with standards * Plan ways to adapt content so that all students can learn it * Connect one activity to the next * Plan for ways students will construct meaning and demonstrate understanding * Plan for the unexpected | **Organizing** | **Reading** | **Writing** | **Speaking/Listening** | **Creating Meaning** |
|  |  |  |  | **ACTIVITY 1:**  **Transition:**  **ACTIVITY 2:**  **Transition:**  **ACTIVITY 3:**  **Transition:** |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **T** | **T** | **T** | **T** | **AFTER the Lesson** | **S** | **S** | **S** | **S** | | **S** |
| **Setting a Purpose** | **Creating Relevance** | **Teaching or Facilitating** | **Standards** | * Plan questions that help students apply knowledge in new ways * Involve students in checking to see if their understanding is correct * Prompt students to reflect on what they learned * Design formative or summative assessment to measure students’ mastery of all previously taught standards and additional content * Use evaluations of student learning to make future lesson-planning decisions | **Organizing** | **Reading** | **Writing** | | **Speaking/Listening** | **Creating Meaning** |
|  |  |  |  | **Transition:**  **ASSESSMENT(S):** |  |  |  |  | |  |

**REFLECTION on LESSON:**

* Was the lesson successful? How do you know?
* What would you do differently next time?
* How will you use the students’ assessment data?