

Sequatchie County Schools

Lesson Plan Framework

Lesson Plan Framework			
Teacher:			
Grade Level:			
Course Unit:			
Lesson Title:		Length of Lesson:	
Focus Question/Big Idea/Learning Goals: What do you want students to be able to <u>know</u> as a result of this lesson? What questions or big ideas drive the instruction?		Learning Objectives: What do you want students to be able to <u>do</u> as a result of this lesson? Include academic language and vocabulary objectives too. Objectives must be measurable.	
STANDARDS: Reference TN State Standards			
Academic Language (discipline specific) – list terms		Academic Vocabulary (lesson specific)	
Pre-Assessment: How will you determine prior knowledge?	Hook: How will you catch the attention of your students and focus their minds on today's learning goals?	Real World Connection: How are learning goals relevant to students' lives?	Student Reflection: How will you provide for student reflection?
ASSESSMENT What evidence will you collect that students have mastered the learning objectives?			
Formative Assessment of Lesson Objectives: How will you monitor and give feedback during the lesson? Be specific.		Summative: How will performance be measured?	
		What evidence will you collect? Check all that apply	How will you define mastery? Attach relevant rubrics and grading criteria as needed.
		Project <input type="checkbox"/> Essay <input type="checkbox"/> Experiment <input type="checkbox"/> Short Answer <input type="checkbox"/> Presentation <input type="checkbox"/> Multiple Choice <input type="checkbox"/> Other _____	

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Assessment requires students to: Check all that apply

- Organize
 - Interpret
 - Analyze
 - Synthesize
 - Evaluate information
- Writing:
 - Draw Conclusions
 - Make Generalizations
 - Produce arguments
- Connection to:

 - prior learning
 - life experiences

Learning Segments and Pacing: What strategies, procedures, and transitions, will you use? What essential questions will you address in each segment?			How do learning segments align with objectives and allow for higher order thinking? What questions do you ask that promote higher order thinking?	Materials
How will you begin?	Time	B e g i n n i n g		
Transition?				
What will you do during the lesson?	Time	M i d d l e		
Transition?				

How will you close the lesson?	Time	E n d		

Bottom of For

Technology Integration	Teacher Strategies – Best Practices
<p>Check all that apply</p> <ul style="list-style-type: none"> • Word Processing <input type="checkbox"/> • Power Point <input type="checkbox"/> • Internet Resources <input type="checkbox"/> • Graphics/Charts <input type="checkbox"/> • Internet Research <input type="checkbox"/> • Web 2.0 Tool(s) <input type="checkbox"/> • Interactive whiteboard <input type="checkbox"/> <p>Other: <input type="checkbox"/></p>	<p>Check all that apply</p> <ul style="list-style-type: none"> • Student choice <input type="checkbox"/> • Modeling <input type="checkbox"/> • Cooperative learning <input type="checkbox"/> • Independent learning <input type="checkbox"/> • Implementing pre, post, and during lesson activities <input type="checkbox"/> • Teaching metacognitive strategies <input type="checkbox"/> • Hands-on learning/manipulatives utilized <input type="checkbox"/> • Higher-ordering thinking skills <input type="checkbox"/> • Real-world connections <input type="checkbox"/> • Criteria charts created (student-driven; supports learning by defining and clarifying a task) <input type="checkbox"/> • Rubrics created (student-centered) <input type="checkbox"/> • Mentor texts <input type="checkbox"/> • Anchor charts (a reference tool that “anchors” new and ongoing learning to key concepts previously intro.) <input type="checkbox"/> • Research/research materials <input type="checkbox"/> • Evidence of assessment for learning (teacher modifies instruction based on students’ understanding) <input type="checkbox"/> • Academic language used in context <input type="checkbox"/> • Conferencing <input type="checkbox"/> • Other (please explain) <input type="checkbox"/>
<p>Grouping Options: How will your groups be organized? What roles will students fulfill? Check all that apply.</p>	<p>Differentiation: How will you differentiate instruction to accommodate individual students’ anticipated learning difficulties, interests, and/or cultural heritage?</p>
<ul style="list-style-type: none"> • Individual <input type="checkbox"/> • Pairs <input type="checkbox"/> • Cooperative <input type="checkbox"/> • Whole Group <input type="checkbox"/> 	
<p>Intervention: How will you use the results of the assessment(s) to inform future instruction?</p>	<p>Special Situations in the Classroom? Are there any management and/or safety issues that need to be considered?</p>
<p>Rationale/Theoretical Reasoning: What sources support your pedagogy and methodology? Why have you chosen the strategies you have elected to use?</p>	

