*Lesson plans should be written to a teacher audience. Use of first person is acceptable, but voice should always be professional and use appropriate academic language. Any outside sources should be cited using APA conventions.*

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|  **Lesson Basics** |
| **Name:**  | **Date Lesson Taught (if applicable):**  |
| **Coauthor(s) if applicable:**  | **Unit Lesson #:** |
| **Title of Unit:**  | **Time/Lesson Duration:** |
| **Title of Lesson:**  |
| **Grade Level:**  | **Subject:** |

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| **Lesson Essentials** |
| **Rationale for Lesson:** *Why is this lesson a part of the unit? How does this lesson support the unit objectives and help instill the enduring understanding(s) of the unit?* |
| **Learning Objectives Deeply Addressed in This Lesson (***must be incorporated into procedures***):**1. *I can…*
2. *I can...*
 | ***DoK or Bloom’s Levels***1.
 |
| **Link to previous lessons (prior knowledge expectations):**  |
| **Key Idaho Content Standard(s) Addressed in Lesson (1-3):**  |
| **Supporting Idaho ELA Standard(s) Addressed in Lesson (1-2):**  |
| **Supporting ISTE Standard(s) Addressed in Lesson (if applicable):**  |

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| **Assessment Alignment** |
| *(All objectives must be assessed. Objectives may be assessed through more than one means and a single assessment may be adequate for more than one objective. Among your assessments you must include a “check for understanding,” which should be described and explained in the chart below, and scripted in your procedures. There is no set number of required assessments.)* |
| ***Lesson objective:*** *(list singly)* | ***Corresponding assessment(s):*** *(to be described and explained under “Assessment Information,” below)* |
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| **Assessment Information** |
| ***Lesson Assessment: Checking for Understanding*** *(must be incorporated into procedures*)

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| **Assessment Description:** *(Should include explanation of what type of check for understanding you are using and how/when check will occur)* |
| **Objective(s) Assessed:** |
| **Formative/Summative:** FORMATIVE |
| **Formal/Informal:** *(informal = not recorded/graded}* |
| **DoK and/or Bloom’s Level(s):**  |
| **Assessment Rationale:** *(why is this an effective method of measuring individual learning progressions, comprehension, knowledge, understanding, etc.; how will it demonstrate that students are progressing toward meeting lesson objectives)* |
| **Materials:** (*This may be a list of questions, link, an embedded document, or an appendix. Include any and all checklists, handouts, instructions, grading criteria, etc.)* |
| **Assessment Criteria:** *(explain how you will gauge each student’s progress toward achieving objectives)* |

 | ***Lesson Assessment: Title of Assessment***(*to be incorporated into procedures*)

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| **Assessment Description:** *(Should include explanation of what the assessment is and how/when assessment will occur)* |
| **Objective(s) Assessed:** |
| **Formative/Summative:** |
| **Formal/Informal:**  *(informal = not recorded/graded)* |
| **DoK and/or Bloom’s Level(s):**  |
| **Assessment Rationale:** *(why is this an effective method of measuring learning progressions, comprehension, knowledge, understanding, etc.; how will it demonstrate that students are progressing toward meeting lesson objectives)* |
| **Materials:** (*This may be a link, an embedded document, or an appendix. Include any and all checklists, handouts, instructions, grading criteria, etc.)* |
| **Assessment Criteria:** *(explain how you will gauge each student’s progress toward achieving objectives)* |

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| **Additional Lesson Assessment(s):** *If applicable, copy and paste additional assessment charts.*  |
| **Unit Summative Assessment Connection:** *How does your lesson assist or support students in moving toward successful completion of the unit summative performance assessment?* |
| **Materials** |
| **Applicable Teacher Materials and Equipment (including technology):**  *(indicate if “N/A”)*

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| **Software and/or Internet Sites (***Title & URL***):** |
| **Copyrighted Materials Cited in APA Structure** *(i.e. textbooks, research articles, trade books)***:**  |
| **Non-copyrighted Printed Materials:** |
| **Equipment/Supplies (including technology, hardware, paperwork, etc.)** |

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| **Student-Use Materials and Equipment (including technology):** |
| **Material Management Plans** (*i.e.* *how are you* ***preparing****,* ***distributing,*** *and* ***managing*** *papers, supplies [safety considerations to be included if appropriate], manipulatives, books, Chromebooks, tablets, notebooks, etc.; management plans that include students should also be explicitly incorporated into lesson procedures*)**:** |
| **Student Groupings** (*i.e., Explain whether students will be grouped as a whole, or in small groups, pairs, or individuals, and why. Groupings may change at various points throughout the lesson*)**:** |

**Lesson Methods, Strategies, and Procedures**

***(Lesson Script)***

* ***Indicate throughout your procedures when the WHERETO elements are addressed (list the letter, highlighted, in parentheses).***
* ***Specify how you will modify key elements of the plan for struggling learners (SLs), English Language Learners (ELLs), and advanced learners (ALs). This could include modified or additional instructions, materials, assignments, etc. Do NOT rely on translation for ELLs.***
* ***Your lesson should be detailed enough that a substitute could follow your procedures and teach an effective lesson the way you envision it being taught. This means that you must script each activity. It is insufficient to say, for example, “Introduce the lesson,” “Discuss the chapter,” “Play the game,” “Get out the Chromebooks,” or “Do the worksheet.” You must include specific questions, instructions, techniques, possible student reactions/responses, etc.***

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| **Lesson Script** | **Time** | **Differentiation** ***(for each identified student)*** |
| **Introduction** *(hook and objectives – MUST include “I can” statement introduction/review; may include formative assessment [i.e. bellringer])***:** 1.
 |  | **SLs:****ELLs:****ALs:** |
| **Lesson Procedures** *(instruction/lecture, questions, discussion, activities, transitions, groupings, material use, formative assessment[s], foreshadowing to unit summative assessment, etc., should all be delineated)***:**1.
 |  | **SLs:****ELLs:****ALs:** |
| **Closure** *(assessment, wrap-up, review objectives, end class)***:**1.
2.
 |  | **SLs:****ELLs:****ALs:** |
| **Extension (after lesson):** *(Modifications or additional learning for students who master objectives early. Extensions should provide opportunities for students to apply concepts in new contexts or promote further exploration/research of lesson materials, not just give more of the same work or help others.)* |
| **Remediation (after lesson): *(****Remediation strategies for the lesson are designed to provide appropriate opportunities for extra practice and assistance for students who did not fully grasp the content or goal of the lesson.)* |

**Lesson Methods, Strategies, & Procedures Requirements Checklist**

* As you write your lesson, be sure to include all of the following elements.
* When you review your lesson, double-check that all of the following elements are included. Add anything that is missing.
* Check off each component when complete.

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|  | 1. Includes an introduction that stimulates student interest (the “hook”) **and** clearly covers the lesson objectives (i.e., student “I can” statements matched to standards to delineate outcomes). Students should be informed of the lesson objectives, and lesson procedures should **explicitly state how/when the objectives/outcomes will be shared with students.**
 |
|  | 1. Incorporates a variety of purposeful methods and strategies.
 |
|  | 1. Is aligned to learning objectives (fully addresses and teaches what is needed for students to be able to answer “yes” to the “I can” statements by the end of the lesson).
 |
|  | 1. For each activity, the lesson must identify and incorporate appropriate grouping of students (individual, pairs, small groups, whole class).
 |
|  | 1. Incorporates requirements for students to engage in higher-level thinking (Bloom's Taxonomy Creating/Evaluating Levels, or Webb's Depth of Knowledge Strategic/Extended Thinking Levels) OR includes a justification/rationale/context for how the lesson will build toward critical/higher-level thinking in future lessons.
 |
|  | 1. Inspires students’ active participation (as opposed to only teacher-centered content)
 |
|  | 1. Includes material distribution/management/collection.
 |
|  | 1. Includes deliberate and appropriate closure that reviews the objectives.
 |
|  | 1. Utilizes “WHERETO” acronym (indicate throughout procedure sections where you have addressed each aspect of WHERETO by putting the letter in parentheses and highlighting it).
	* **W =** Where/Why: Where are we going? Why? What is expected?
	* **H =** Hook/Hold: How will I hook and hold student interest?
	* **E1 =** Equip: How will I equip students for expected performances?
	* **R =** Rethink/Reflect/Revise: How will I help students reflect on their learning, rethink, and revise?
	* **E2 =** Evaluate: How will students self-evaluate their learning? How will I evaluate student learning?
	* **T =** Tailor: How will I tailor learning to varied needs, interest, and styles?
	* **O =** Organize: Is the lesson organized and sequenced for student understanding, engagement, and success?
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