

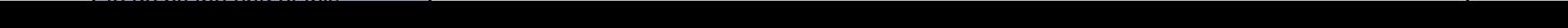
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SUMMARY:

What do you want your students to know and be able to do by the end of this lesson/experience?

GUIDANCE NOTES

Information that will help build your lesson plan (e.g., the lesson is after lunch,



STANDARDS/QUALITY INDICATORS/SKILLS

Which Missouri and/or national standards, quality indicators, and skills are addressed in this lesson?

What do I want my students to learn?

Why are these standards important?

What modifications might be considered? Am I differentiating content?

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

Is this standard meeting the needs of all students?

LEARNING OBJECTIVES/GOALS

This is where you identify the specific skill, insight, concept you want them to learn -- not what you want them to DO in the lesson.

*What **measurable objectives** are you addressing in this lesson?*

Are the intended learning outcomes appropriate for meeting curricular and student needs? ((e.g., S.M.A.R.T. goal))

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

Does the assessment tool(s) inform all objectives? How are you differentiating the assessment tools to illustrate student success? (e.g., social/emotional, task focus, engagement, organization, participation)

LESSON STRUCTURE AND PROCEDURES

Write this as a script -- using the words the teacher will use in leading the lesson. Include specific questions the teacher will pose; include the specific directions that the teacher will provide.

Include Instructional Strategies

What approach will I use to best meet the learning goal(s) and the needs of the students?

What academic or social emotional strategies should I consider when planning?

What strategies can help ensure student understanding?

e.g., Content or skill specific strategies may include: graphic organizer, chunking, SQ4, think aloud, KU sentence writing strategy, etc.) Padlet Resource: https://padlet.com/dorie_ranheim/9s0to7ekdnbh

Before the lesson: (guiding notes/pre-assessment driving the lesson/ What expectations need to be clearly defined? Do I need visuals? /What instructional activities will I use to help students meet the learning goals? / What opportunities will I create for my students to develop a deeper knowledge? How will I transition the students to the learning setting?)

Opening: (How will I hook the student's interest/engagement? How will you begin the lesson? What will you do to communicate the purpose or goal?)

During the lesson: (How is the pace/time allotment of the lesson meets the needs of each student? /How do the instructional strategies link to what I know about each student? How are students fostering their own inquiries? / How can I gradually release more responsibility to students for their own learning? How are you promoting Critical Thinking? What posing will promote higher levels of thinking?) Include specific details about TEACHING important vocabulary related to the content of this lesson. Include specific details about how you will use READING to learn, and WRITING to learn the content of the lesson.

Closure: (What will happen at the end? How will you wrap up and debrief what students have learned in this lesson? Can the students illustrate what they learned? / Are the students applying their learning effectively in new situations (e.g., transfer)?)

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

*How do plan lessons differentiated by readiness, interest, and learning profile?
How do I meet the needs of all learners, learning, cultural and language differences, etc.?
How do I differentiate content, process, and/or product?*

Resources and Materials

*What tool(s) will foster learning? How can I embed technology into the lesson to enhance instruction?
How can students acquire authentic, reliable information from experts/community members? (e.g., firefighters, skype with an architect)*

Differentiation/ Accommodations/ Modifications/ Increases in Rigor

What high or low assistive technology tools do I need to incorporate?

Classroom Climate/ Classroom Management

How am I establishing procedures and expectations for student behavior that encourage the development of positive interpersonal skills? Am I providing visual and auditory cues?

How am I creating a cooperative and respectful classroom climate in which students and teachers work through behavioral challenges together?

What are some strategies to develop a non-confrontational rapport with even the most challenging students?

How will I consider implementing conflict resolution strategies that prioritize relationship building and mutual understanding?

<http://schottfoundation.org/restorative-practices>

<https://casel.org/>

<https://www.leaderinme.org/>

<https://www.pbis.org/>

<https://www.character.org/>

