EXPECTATIONS FOR DEVELOPING LESSON PLANS

November 13, 2014

http://todaysmeet.com/SCPSLessonPlanExpectations

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SCPS — F	lementary	/ 2014
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Teacher:	Subject:			Date	**
SOL# Essential Kn	nowledge & Skills:		Objective: 1. Context, 2	. Content, 3. Cognitive Level	
SOL#	Essential Knov	vledge	& Skills:		
5.6e	•Identify structions cause and effective problem/solutions.	ct, com	parison/con		such as
to students in order to inde you have taught. Check for variety of questioning strat	9				
Formative Assessment : (Examples: Exit Ticket, Weekly Assessment, Thumbs Up/Thumbs Down, Pair-Share, etc.) How will you know if students have mastered your objectives? Check for understanding through a variety of questioning strategies.		Teacher Reflection: (To be completed after the lesson is taught.) Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?			
Grammar/Writing: Word Study:					

Southampton County Public Schools Elementary Plan				SCPS – Elementary 2014	
Teacher:	!	Subject:		Date	
SOL#	Essential Knowledge & Skills:		Objective: 1. Context, 2	. Content, 3. Cognitive Level	
know Ohi	Anticipatory Set: What do students ective: 1. Context, 2.			Bloom's Level:	4
lesson Direc proces under	ating a flow chart, T			onological order	with
Guide Check strate	% accuracy.				
to students in	t Practice/Closure : Activities that ye order to independently reinforce the c oht. Check for understanding through g strategies.	ou assign learners sufficoncepts	tions in all areas and for cient and successful?	all	
Assessment,' How will you objectives? Conception		re, etc.) Did students could have go		ted after the lesson is taught.) ives? What went well? What u do differently?	
Grammar/W	riung:				
Word Study:					

Teacher:		Subject			Da	te	
SOL#	Essential Knowledge	e & Skills:		Objective: 1. Context	, 2. Co	ntent, 3. Cognitive Level	
Prerequisite/Anticipatory Set: What do students need to know before the lesson in order to be successful?/What will you do or say to gain student attention or focus on the lesson? What is your "hook"?			What adapto	Differentiation: What adaptations will be made to the instructional objectives for students with diverse needs? Bloom's			
process you we understanding Guided Prace Check for understategies. Independent to students in you have taug	uction/Model/Teach will follow while teachi g through a variety of tice: Engaging activit derstanding through a t Practice/Closure: order to independent ght. Check for underst estioning strategies.	Bloom's I Remember Understant Applying Analyzing	ring iding		? r all	Key Vocabulary: Include vocabulary listed in Curriculum Framework.	
Assessment, How will you objectives? C questioning s Grammar/W	Vriting:	Evaluating Creating	5		ctives	ofter the lesson is taught.) ? What went well? What differently?	
Word Study	:						

Teacher:			Subject:			Date	
SOL#	Essential Kno	wledge & Skills: Key Voca	hulary:]	Objective: 1. Context, 2.	Conte	nt, 3. Cognitive Level
know before t you do or say lesson? What Direct Instru	c/Anticipator the lesson in or to gain studen is your "hook" action/Model	Sequence events	•	apta onal ieeds	cion: ations will be made to the dobjectives for students wi s? ative assessments will be	th	loom's Level:
understanding Guided Pract	vill follow while g through a va tice: Engaging lerstanding thr	Chronologorder Monitor	gical	ateri	icive assessments will be als need to be adapted?	in	nclude vocabulary listed n Curriculum ramework.
to students in you have taug variety of que	t Practice/Clo order to indep ght. Check for a estioning strate	Monitor Clarify		suffi	ntions in all areas and for a ficient and successful?		
Assessment, The Markett Assess				ents	flection: (To be complete meet the intended objectiv one better? What will you	ves? W	hat went well? What
Grammar/W	/riting:						
Word Study:	:						

Teacher:		Subject:			Date
SOL#	Essential Knowledge & Skills:			Objective: 1. Context, 2.	Content, 3. Cognitive Level
Prerequisite	/Anticipatory Set: What do studen	ts need to	Differentiati	on:	Bloom's Level:
know before the lesson in order to be successful?/What will you do or say to gain student attention or focus on the lesson? What is your "hook"?		What adaptations will be made to the instructional objectives for students with diverse needs?		ch	
Direct Instru	iction/Model/Teach: This is the st	ep-by-step			Key Vocabulary:
process you will follow while teaching. Check for understanding through a variety of questioning strategies.		What alternative assessments will be needed?		Include vocabulary listed in Curriculum Framework.	
	lice : Engaging activities led by teach erstanding through a variety of ques		What materio	als need to be adapted?	
strategi <u>ec </u>			What proced	<u>ıral adantations will he</u>	
	ivo at Ivo atvev at	: /	N/	1 /Too sk.	

Direct Instruction/Model/Teach:

Indepe to stude you hav variety

Format Assessn How wil objectiv

Gramm

Model creating a chronological order flow chart for creating a peanut butter and jelly sandwich, as pairs check the steps that they listed.

Word Study:		

Southampton Guided Practice:							
	Referring to the previously read story, <i>The Bouncing</i>						
Bulldogs, students	Bulldogs, students will work in groups of 4 sequencing						
know before the you do or say to lesson? What is	is a guide for past and	d present.					
Direct Instruc							
process you will follow while teaching. Check for understanding through a variety of questioning strategies.	What alternative assessments will be needed?	Include vocabulary listed in Curriculum Framework.					
	What materials need to be adapted?						
Guided Practice: Engaging activities led by teacher. Check for understanding through a variety of questioning strategies.	What procedural adaptations will be required?						
Independent Practice/Closure : Activities that you assign to students in order to independently reinforce the concepts you have taught. Check for understanding through a variety of questioning strategies.							
Formative Assessment : (Examples: Exit Ticket, Weekly Assessment, Thumbs Up/Thumbs Down, Pair-Share, etc.) How will you know if students have mastered your objectives? Check for understanding through a variety of questioning strategies.	Teacher Reflection : (To be completed a Did students meet the intended objectives? could have gone better? What will you do	What went well? What					
Grammar/Writing:							
Word Study:							

Differentiation:

Group 1: Sequence all events independently

Group 2: Sequence events with 1 event given

Group 3: Sequence events with 2 events given

Group 4: All events listed-teacher assisting place events in chronological order

s will be made to the ctives for students with

assessments will be

eed to be adapted?

adaptations will be

s in all areas and for all tand successful?

Bloom's Level:

Date

iective: 1. Context, 2. Content, 3. Cognitive Level

Key Vocabulary: Include vocabulary listed

in Curriculum Framework.

ion: (To be completed after the lesson is taught.) t the intended objectives? What went well? What vetter? What will you do differently?

•				
Teacher:	Subject:	Date	X	
Independent Pra	actice/Closure:			
	ow chart, students wil e 5 steps in chronolog		st o	
understanding through a variety of questioning str	ategies. needed? What materials need to be adapted	in Curriculum Framework. d?		
Guided Practice : Engaging activities led by teach Check for understanding through a variety of quest strategies.	er.		X	
Independent Practice/Closure : Activities that y to students in order to independently reinforce the you have taught. Check for understanding through variety of questioning strategies.	concepts learners sufficient and successful?	for all		
Formative Assessment: (Examples: Exit Ticket, Assessment, Thumbs Up/Thumbs Down, Pair-Sha How will you know if students have mastered your objectives? Check for understanding through a var questioning strategies.	re, etc.) Did students meet the intended obj could have gone better? What will	Teacher Reflection : (To be completed after the lesson is taught.) Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?		
Grammar/Writing:			1	
Word Study:				

Teacher:		Subject:			Date		
SOL# Ess	sential Knowledge & Skills:			Objective: 1. Context, 2.	Content, 3. Cognitive Level		
	Prerequisite/Anticipatory Set: What do students need to Differentiation: Bloom's Level:						
you do or say to glesson? What is y Direct Instructi process you will junderstanding th	Formative Ass Evaluate stude chart.	sessm	nent:	etency on ir	ndependent flow		
	er to independently reinforce the Check for understanding through ning strategies.	•	ıearners sujji	cient ana successjui?			
Assessment, Thur How will you know	ssment: (Examples: Exit Ticket, mbs Up/Thumbs Down, Pair-Shaw if students have mastered your for understanding through a valegies.	are, etc.)	Did students		ed after the lesson is taught.) ves? What went well? What do differently?		
Grammar/Writi	ng:						
					<u> </u>		
Word Study:							

Teacher:		Subject:			Date		
SOL#	Essential Knowledge & Skills:			Objective: 1. Context, 2. Content, 3. Cognitive Level			
know before t you do or say	Anticipatory Set: What do studer to be successful? to gain student attention or focus or is your "hook"?	What will	Differentiation: What adaptations will be made to the instructional objectives for students with diverse needs? Bloom's Level:				
1 1170	cher Reflection:						
□ 75%	of students mas	stered	l. Will	work with i	dentified 25%		
Ch in sn	in small group.						
In							
you have taug	wht. Check for understanding throug stioning strategies.		learners suffi	cient and successful?			
Formative Assessment: (Examples: Exit Ticket, Weekly Assessment, Thumbs Up/Thumbs Down, Pair-Share, etc.) How will you know if students have mastered your objectives? Check for understanding through a variety of				ives? What went well? What			
	questioning strategies. Grammar/Writing:						
Word Study:							

Word Study:

Teacher:		Subject:			Date
groups of two peanut butter https://www.peanut butter https://www.peanut butter https://www.peanut butter chronologic and jelly sa Guided Programmer Guided	Essential Knowledge & Skills • Identify structural and patterns such as cause comparison/contrast, chronological order. te/Anticipatory Set: and list steps they think you would and jelly sandwich. Then watch Youw.youtube.com/watch?v=bB37 ruction/Model/Teach: Model cal order flow chart for creating andwich as pairs check the steps and calculated as a guide for past and present lent Practice/Closure: ank flow chart, students will chasequence 5 steps in chronological orders.	organizational and effect, problem/solution Students get in use to make a utube video ZpRpVKWM I creating a a peanut butter that they listed asly read story, ups of 4 sequencing	Diffe Grou event Grou with Grou teach	accuracy. rentiation: p 1: Sequence all ts independently p 2: Sequence ts with 1 event giver p 3: Sequence event 2 events given p 4: All events listed ter assisting place ts in chronological	Bloom's Level: Applying Key Vocabulary: Sequence of events Chronological order Monitor
Formativ	o Accesment: Evaluate etc	. d	Toach	or Roflection: All stud	lents seem to have control

Formative Assessment: Evaluate students' competency on independent flow chart.

Teacher Reflection: All students seem to have control of sequencing. Will make sure to revisit periodically.

Grammar/Writing: Grammar/Writing:

Common and proper nouns

T267 projectable 4.8 Practice book p. 45

Word Study: Word Study: Ganske Groups/ Word Study/Sorts

Red Group: WW - long a: ai ay ei Orange Group: SJ -doubling vs. e-drop Blue Group: DC -/s/ to /sh/ ss + ion

Completed Plan