

# EXPECTATIONS FOR DEVELOPING LESSON PLANS

November 13, 2014

<http://todaysmeet.com/SCPSLessonPlanExpectations>

Teacher:		Subject:	Date
SOL#	Essential Knowledge & Skills:	Objective: 1. Context, 2. Content, 3. Cognitive Level	

SOL#	Essential Knowledge & Skills:
5.6e	<ul style="list-style-type: none"><li>Identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution and <u>chronological order</u>.</li></ul>

<i>to students in order to independently reinforce the concepts you have taught. Check for understanding through a variety of questioning strategies.</i>		
<b>Formative Assessment:</b> (Examples: Exit Ticket, Weekly Assessment, Thumbs Up/Thumbs Down, Pair-Share, etc.) <i>How will you know if students have mastered your objectives? Check for understanding through a variety of questioning strategies.</i>	<b>Teacher Reflection:</b> (To be completed after the lesson is taught.) <i>Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?</i>	
<b>Grammar/Writing:</b>		
<b>Word Study:</b>		

Teacher:		Subject:		Date
SOL#	Essential Knowledge & Skills:		Objective: 1. Context, 2. Content, 3. Cognitive Level	
Prerequisite/Anticipatory Set: <i>What do students need to know you do lesson</i>		Differentiation:		Bloom's Level:
<p>Objective: 1. Context, 2. Content, 3. Cognitive Level</p> <p><b>Creating</b> a flow chart, TLW <b>sequence</b> <u>events in chronological order</u> with 100% accuracy.</p>				
Independent Practice/Closure: <i>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.</i>		Were adaptations in all areas and for all learners sufficient and successful?		
Formative Assessment: (Examples: Exit Ticket, Weekly Assessment, Thumbs Up/Thumbs Down, Pair-Share, etc.) <i>How will you know if students have mastered your objectives? Check for understanding through a variety of questioning strategies.</i>		Teacher Reflection: (To be completed after the lesson is taught.) <i>Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?</i>		
Grammar/Writing:				
Word Study:				

Teacher:		Subject:		Date	
SOL#	Essential Knowledge & Skills:		Objective: 1. Context, 2. Content, 3. Cognitive Level		
<b>Prerequisite/Anticipatory Set:</b> <i>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"?</i>			<b>Differentiation:</b> <i>What adaptations will be made to the instructional objectives for students with diverse needs?</i>		<b>Bloom's Level:</b>
<b>Direct Instruction/Model/Teach</b> <i>process you will follow while teaching to ensure understanding through a variety of</i>			<div style="border: 2px solid black; padding: 10px; text-align: center;"> <b>Bloom's Level:</b>  Remembering  Understanding  <b>Applying</b>  Analyzing  Evaluating  Creating </div>		
<b>Guided Practice:</b> <i>Engaging activities that will be used to check for understanding through a variety of strategies.</i>					
<b>Independent Practice/Closure:</b> <i>Activities that will be used to ensure students are able to apply what you have taught. Check for understanding through a variety of questioning strategies.</i>					
<b>Formative Assessment:</b> (Example: Exit Ticket, Thumbs Up/Thumbs Down, etc.) <i>How will you know if students have met the objectives? Check for understanding through a variety of questioning strategies.</i>					
<b>Grammar/Writing:</b>			<b>Key Vocabulary:</b> <i>Include vocabulary listed in Curriculum Framework.</i>		
<b>Word Study:</b>					

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 ctives? What went well? What  
 ou do differently?

Teacher:		Subject:		Date	
SOL#	Essential Knowledge & Skills:		Objective: 1. Context, 2. Content, 3. Cognitive Level		
<b>Prerequisite/Anticipatory</b> <i>know before the lesson in order for you to do or say to gain student understanding of the lesson? What is your "hook"?</i>	<div>Key Vocabulary: Sequence of events Chronological order Monitor Clarify</div>		<b>Adaptation:</b> <i>Adaptations will be made to the lesson to meet the individual objectives for students with special needs?</i>		<b>Bloom's Level:</b>
<b>Direct Instruction/Modeling</b> <i>process you will follow while teaching to ensure understanding through a variety of questioning strategies.</i>			<i>Alternative assessments will be used to ensure understanding?</i>		
<b>Guided Practice:</b> <i>Engaging students in the learning process. Check for understanding through a variety of questioning strategies.</i>			<i>Materials need to be adapted?</i>		
<b>Independent Practice/Closure</b> <i>to students in order to independently apply what you have taught. Check for understanding through a variety of questioning strategies.</i>			<i>Procedural adaptations will be made?</i>		
<b>Formative Assessment:</b> (Formative Assessment, Thumbs Up/Thumbs Down) <i>How will you know if students are meeting the intended objectives? Check for understanding through a variety of questioning strategies.</i>			<i>Adaptations in all areas and for all students sufficient and successful?</i>		
<b>Grammar/Writing:</b>		<b>Reflection:</b> (To be completed after the lesson is taught.) <i>Do students meet the intended objectives? What went well? What could have gone better? What will you do differently?</i>			
<b>Word Study:</b>					

Teacher:		Subject:	Date
SOL#	Essential Knowledge & Skills:	Objective: 1. Context, 2. Content, 3. Cognitive Level	
<b>Prerequisite/Anticipatory Set:</b> <i>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”?</i>		<b>Differentiation:</b> <i>What adaptations will be made to the instructional objectives for students with diverse needs?</i>	<b>Bloom’s Level:</b>
<b>Direct Instruction/Model/Teach:</b> <i>This is the step-by-step process you will follow while teaching. Check for understanding through a variety of questioning strategies</i>		<i>What alternative assessments will be needed?</i>	<b>Key Vocabulary:</b> <i>Include vocabulary listed in Curriculum</i>

**Prerequisite/Anticipatory Set:**

Students get in groups of two and list steps they think you would use to make a peanut butter and jelly sandwich. Then watch Youtube video

<https://www.youtube.com/watch?v=bB3ZpRpVKWM>

<b>Grammar/Writing:</b>
<b>Word Study:</b>

Teacher:		Subject:		Date
SOL#	Essential Knowledge & Skills:		Objective: 1. Context, 2. Content, 3. Cognitive Level	
<b>Prerequisite/Anticipatory Set:</b> <i>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”?</i>		<b>Differentiation:</b> <i>What adaptations will be made to the instructional objectives for students with diverse needs?</i>  <i>What alternative assessments will be needed?</i>  <i>What materials need to be adapted?</i>  <i>What procedural adaptations will be</i>		<b>Bloom’s Level:</b>
<b>Direct Instruction/Model/Teach:</b> <i>This is the step-by-step process you will follow while teaching. Check for understanding through a variety of questioning strategies.</i>				<b>Key Vocabulary:</b> <i>Include vocabulary listed in Curriculum Framework.</i>
<b>Guided Practice:</b> <i>Engaging activities led by teacher. Check for understanding through a variety of questioning strategies</i>				

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Gramm

**Direct Instruction/Model/Teach:**

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:
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***Guided Practice:***

Referring to the previously read story, *The Bouncing Bulldogs*, students will work in groups of 4 sequencing events using dates as a guide for past and present.

Teacher:

SOL#

**Prerequisite/**  
*know before the  
 you do or say to  
 lesson? What is*

**Direct Instruction**

*process you will follow while teaching. Check for  
 understanding through a variety of questioning strategies.*

***Guided Practice:*** *Engaging activities led by teacher.  
 Check for understanding through a variety of questioning  
 strategies.*

**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.*

**Grammar/Writing:****Word Study:**

*What alternative assessments will be  
 needed?*

*What materials need to be adapted?*

*What procedural adaptations will be  
 required?*

*Were adaptations in all areas and for all  
 learners sufficient and successful?*

*Include vocabulary listed  
 in Curriculum  
 Framework.*

**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?*



## 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

SCPS – Elementary 2014

Date

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

What modifications will be made to the objectives for students with

**Bloom's Level:**

What assessments will be

**Key Vocabulary:**

Include vocabulary listed in Curriculum Framework.

What adaptations need to be adapted?

What adaptations will be

What adaptations are needed in all areas and for all students to be successful?

**Reflection:** (To be completed after the lesson is taught.)  
Did the lesson meet the intended objectives? What went well? What needs to be improved? What will you do differently?

Teacher:	Subject:	Date
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SOL#	<h2>Independent Practice/Closure:</h2> <p>Having a blank flow chart, students will choose from a list of topics to sequence 5 steps in chronological order.</p>
Prerequisite: What do you know before you do or see this lesson? What lesson? What?	
Direct Instruction: How do you process your understanding through a variety of questioning strategies.	
Guided Practice: Engaging activities led by teacher. Check for understanding through a variety of questioning strategies.	

Teacher:		Subject:		Date	
SOL#	Essential Knowledge & Skills:		Objective: 1. Context, 2. Content, 3. Cognitive Level		
Prerequisite/Anticipatory Set: <i>What do students need to know before the lesson in order to be successful?/What will you do or say to prepare students for the lesson? What is your goal for this lesson?</i>			Differentiation: <i>What adaptations will be made to the lesson to ensure all learners are successful?</i>		Bloom's Level:

**Formative Assessment:**

Evaluate students' competency on independent flow chart.

Direct Instruction: <i>What direct instruction process will you use to ensure understanding of the concept?</i>		<div></div>	
Guided Practice: <i>Check for understanding through a variety of questioning strategies.</i>			
Independent Practice: <i>What independent practice will you provide to students in order to independently reinforce the concepts you have taught. Check for understanding through a variety of questioning strategies.</i>			
Formative Assessment: (Examples: Exit Ticket, Weekly Assessment, Thumbs Up/Thumbs Down, Pair-Share, etc.) <i>How will you know if students have mastered your objectives? Check for understanding through a variety of questioning strategies.</i>		Teacher Reflection: (To be completed after the lesson is taught.) <i>Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?</i>	
Grammar/Writing:			
Word Study:			

Teacher:		Subject:		Date
SOL#	Essential Knowledge & Skills:		Objective: 1. Context, 2. Content, 3. Cognitive Level	
<b>Prerequisite/Anticipatory Set:</b> <i>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"?</i>		<b>Differentiation:</b> <i>What adaptations will be made to the instructional objectives for students with diverse needs?</i>		<b>Bloom's Level:</b>
<b>Teacher Reflection:</b> 75% of students mastered. Will work with identified 25% in small group.				
<i>to students in order to independently reinforce the concepts you have taught. Check for understanding through a variety of questioning strategies.</i>		<i>Were adaptations in an area and for all learners sufficient and successful?</i>		
<b>Formative Assessment:</b> (Examples: Exit Ticket, Weekly Assessment, Thumbs Up/Thumbs Down, Pair-Share, etc.) <i>How will you know if students have mastered your objectives? Check for understanding through a variety of questioning strategies.</i>		<b>Teacher Reflection:</b> (To be completed after the lesson is taught.) <i>Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?</i>		
Grammar/Writing:				
Word Study:				

Teacher:		Subject:	Date
SOL#	Essential Knowledge & Skills:	Objective: 1. Context, 2. Content, 3. Cognitive Level	
<b>Prerequisite/Anticipatory Set:</b> <i>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”?</i>		<b>Differentiation:</b> <i>What adaptations will be made to the instructional objectives for students with diverse needs?</i>  <i>What alternative assessments will be</i>	<b>Bloom’s Level:</b>
<b>Direct Instruction/Model/Teach:</b> <i>This is the step-by-step process you will follow while teaching. Check for understanding.</i>			<b>Key Vocabulary:</b> <i>Include vocabulary listed</i>

Grammar/Writing:  
Common and proper nouns  
T267 projectable 4.8  
Practice book p. 45

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

Grammar/Writing:
Word Study:

Teacher:		Subject:		Date
SOL#  5.5e	Essential Knowledge & Skills: <ul style="list-style-type: none"><li>Identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution and <u>chronological order</u>.</li></ul>		Objective: 1. Context, 2. Content, 3. Cognitive Level Creating a flow chart, TLW sequence events in chronological order with 100% accuracy.	
<b>Prerequisite/Anticipatory Set:</b> Students get in groups of two and list steps they think you would use to make a peanut butter and jelly sandwich. Then watch Youtube video <a href="https://www.youtube.com/watch?v=bB3ZpRpVKWM">https://www.youtube.com/watch?v=bB3ZpRpVKWM</a>			<b>Differentiation:</b> <b>Group 1:</b> Sequence all events independently <b>Group 2:</b> Sequence events with 1 event given <b>Group 3:</b> Sequence events with 2 events given <b>Group 4:</b> All events listed- teacher assisting place events in chronological order	<b>Bloom's Level:</b> Applying
<b>Direct Instruction/Model/Teach:</b> Model creating a chronological order flow chart for creating a peanut butter and jelly sandwich as pairs check the steps that they listed				<b>Key Vocabulary:</b> <i>Sequence of events</i> <i>Chronological order</i> <i>Monitor</i> <i>Clarify</i>
<b>Guided Practice:</b> Referring to the previously read story, <i>The Bouncing Bulldogs</i> , students will work in groups of 4 sequencing events using dates as a guide for past and present.				
<b>Independent Practice/Closure:</b> Having a blank flow chart, students will choose from a list of topics to sequence 5 steps in chronological order				
<b>Formative Assessment:</b> Evaluate students' competency on independent flow chart.			<b>Teacher Reflection:</b> All students seem to have control of sequencing. Will make sure to revisit periodically.	
<b>Grammar/Writing:</b> Grammar/Writing: Common and proper nouns T267 projectable 4.8 Practice book p. 45				
<b>Word Study:</b> 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				

# Complete Plan

# Completed Plan