

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_ Week of: \_\_\_\_\_

<b>Lesson Plan Elements</b>	<b>Monday (Date)</b>	<b>Tuesday (Date)</b>	<b>Wednesday (Date)</b>	<b>Thursday (Date)</b>	<b>Friday (Date)</b>
<b>Standards &amp; Lesson Objectives</b>					
<b>Anticipatory Set or Do Now/Essential Questions</b>					
<b>Procedures/Tasks or Assessments</b>					
<b>DOL/Homework</b>					
<b>Intervention (<i>if applicable</i>)</b>					

## District Lesson Plan Template

## Policy 3270 & Regulation 3270

### Modifications/Accommodations (504, Sped, ELL- If Applicable)

### Differentiated Instruction (General Education)

*\*Information attained from ESY-IEP*

- ☐ Allow extra time for written response.
- ☐ Group size
- ☐ Provide fundamental grade level texts as alternative reading material in subject areas.
- ☐ Repeat directions quietly, have the student repeat and explain directions
- ☐ Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions)
- ☐ Ask student to repeat and explain instructions.
- ☐ Tape record directions/assignments.
- ☐ Allow time to verbalize and/or respond to class objectives.
- ☐ Encourage student to verbalize steps needed to complete assignment/task.
- ☐ Recognize and give credit for oral participation
  - Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time.
- ☐ Provide extra assignment time
- ☐ Tape Record lectures.
- ☐ Use of Counting Chips
- ☐ Have student write instructions.
- ☐ Mark acceptable work, not mistakes
- ☐ Use alerting cues.
- ☐ Utilization of peer tutor
  - ☐ Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol.
  - ☐ Accept typed homework papers as dictated by student and recorded by someone else
- ☐ Provide notetaking assistance.
- ☐ Provide large print materials.
- ☐ Provide highlighted materials for emphasis.
- ☐ Use highlighted or underlined reading materials.

- Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success.
- ☐ Use of calculator
- ☐ Provide study carrel for independent work.
- ☐ Give the student a list to steps necessary for the problems he/she is attempting to solve.
- ☐ Provide visual aids (pictures, flash cards, etc.).
- ☐ Explain directions in detail as needed.
- ☐ Provide assignment notebooks.
- ☐ Allow minimal auditory distractions.
- ☐ Provide cooperative learning.
- ☐ Give exams of reduced length.
- ☐ Provide frequent feedback.
- ☐ Provide hands-on learning activities.
- ☐ Provide instructional aids.
- ☐ Provide immediate feedback.
- ☐ Provide auditory aids (cues, tapes, etc.).
- ☐ Use a variety of questioning techniques.
- ☐ Provide short instructions (1 or 2 steps).
- ☐ Develop a daily/weekly journal.
- ☐ Allow peer to read materials.
- ☐ Provide study aids/manipulatives.
- ☐ Provide altered format of materials.
- ☐ Other:
- ☐ Other:
- ☐ Other:

<b>Weekly Career Readiness, Life Literacies, and Key Skills NJSLs</b> <b>(Check off which will be covered)</b>	<input type="checkbox"/> Citizenship <input type="checkbox"/> Financial Well-being <input type="checkbox"/> Impacts of Decisions	<input type="checkbox"/> Creativity/ Innovation <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Effective Management	<input type="checkbox"/> Career Path <input type="checkbox"/> Technology Integration <input type="checkbox"/> Global Competence
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Reviewed By: ☐ Principal ☐ Vice Principal ☐ Supervisor

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Feedback: \_\_\_\_\_

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