

# Halifax County Schools: District Lesson Plan

Lesson Planning Resource Link: [wiki-teacher.com](http://wiki-teacher.com)

**NC Teaching Standard #1:** Use data to organize, plan, and set goals to meet the needs of all students

**NC Teaching Standard #2:** Teacher encourages an environment that is inviting, respectful, supportive, inclusive, and flexible. Teacher recognizes the influences on a child's development, personality & performance.

**NC Teaching Standard #3:** Teacher investigates the content standards. Teacher develops and applies strategies to make the curriculum rigorous & relevant for all students; relates content to other disciplines.

<b>Teacher</b>			<b>Grade</b>		<b>Time Slots</b>		<b>School</b>	
<b>Subject</b>		<b>Years of Experience</b>	<b>BT: 1 2 3</b>	<b>Veteran:</b>	<b>MCL:</b>	<b>HEC:</b>	<b>Dates: 2 wks.</b>	
<b>Standard</b>	Copy and paste base standard in the space below. <b>Unpack skills &amp; concepts</b> students need to know and be able to do. You may also list the "I can" statement directly under the stated standard.							
<b>Performance (P)</b>	copy and paste <b>Performance (P)</b> standards below. Performance standards are supporting standards that students will perform daily as they practice a base standard. <b>Performance (P)</b> standards are to be posted as anchor charts.							
<b>Academic Concepts</b> (nouns/noun phrases) (What students Must Know)			<b>Academic Skills</b> (reasoning verbs) (What Students Must be able to Do)			<b>Context</b> (Practiced in what textual framework or structure?)		
<b>Academic Vocabulary</b> (Tier 1, Tier 2, Tier 3)			<b>Essential Teaching Points</b> (List full lesson sequence for each Lesson Chunk; Daily instructional chunks will need to be posted on board.)					
<b>Tier 1 Words</b>	<b>Tier 2 Words</b>	<b>Tier 3 Words</b>	<b>Standard:</b>					
1.	1.	1.	<b>1<sup>st</sup> Lesson Chunk:</b> <b>I Do: (Teacher)</b> <b>Success Strategy:</b> <b>Connect Activity:</b> <b>Vocabulary/Word Meaning Fluency</b> <b>Comprehension Dialogue</b> (access background knowledge, elaborate the content through a meaningful lens) <b>Explain &amp; model</b> <b>We Do (Teacher &amp; Student)</b> <b>Guided Practice</b>					
<b>Student Engagement</b> After whole group guided practice, teachers are to engage students in small group: <ul style="list-style-type: none"> <li>- Differentiated Instruction/tasks;</li> <li>- Use supplemental materials</li> <li>- Instructional technology</li> <li>- Kinesthetic movement</li> </ul> <b>Note:</b> To the right, you will see 3 achievement levels in which you will need to plan accordingly. This time is data-driven, which means students may be instructed on the skills that they need as well as given opportunities to practice at level skills.			<b>Below Level (Data-driven) (1's/2's)</b> <b>We Do (Teacher &amp; Student)</b> <b>Guided Practice</b> <b>Collaborative Practice</b> <b>You Do (Student)</b> <b>Independent Work</b>		<b>At-Level (Data-driven) 3's</b> <b>We Do (Teacher &amp; Student)</b> <b>Guided Practice</b> <b>Collaborative Practice</b> <b>You Do (Student)</b> <b>Independent Work</b>		<b>Above Level (Data-driven) 4's/5's</b> <b>We Do (Teacher &amp; Student)</b> <b>Guided Practice</b> <b>Collaborative Practice</b> <b>You Do (Student)</b> <b>Independent Work</b>	

Academic Vocabulary (Tier 1, Tier 2, Tier 3)			Essential Teaching Points (List full lesson sequence for each Lesson Chunk; Daily instructional chunks will need to be posted on board.)		
<div>Tier 1 Words</div> <div>1.</div>	<div>Tier 2 Words</div> <div>1.</div>	<div>Tier 3 Words</div> <div>1.</div>	<div>Standard:</div> <div>2<sup>nd</sup> Lesson Chunk:</div> <div>I Do: (Teacher)</div> <div>Connect Activity:</div> <div>Success Strategy:</div> <div>Vocabulary/Word Meaning Fluency</div> <div>Comprehension Dialogue</div> <div>Explain &amp; model</div> <div>We Do (Teacher &amp; Student)</div> <div>Guided Practice</div>		
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<div>Anchor Charts for:</div> <div>(What concepts/skills or algorithms)</div>					
<div>Instructional Materials</div> <div>(whole group)</div>					

Exceptional Children (EC) (IEP/AIG Accommodations)	
Other (Additional Notes) (Examples: Essential Questions; Content Integration; Theme	
Assessment Blueprint	
<div>“Building Capacity Feedback”</div> <div>Feedback Facilitated by (v): Principal _____ Coach _____ Peer _____ C&amp;I _____ Other _____ Date of Review: _____</div> <div>Guiding Question: Are the selected elements of NC Prof. Teaching Standards listed above as #1, #2 &amp; #3 obviously stated in this lesson plan design? Place a check mark beside observed evidence in the lesson plan and fill in the following blanks accordingly: Yes, fully evidenced #____; Vaguely evidenced #____; Inadequate evidence # _____</div> <div>Teaching Points are logically sequenced for instruction: Adequate _____ Inadequate _____</div> <div>(Comments may also be written on back of lesson plan.)</div>	