

SNC Lesson Planning Template (TWS Section 5)

*Lesson Sequence goals and Assessment (yellow headings) are done only for the beginning of the Sequence/Unit. Daily Lesson Plans (green headings) are copied for each day of the sequence.

GENERAL INFO	
Student Full Name:	Grade level/class:
Lesson Sequence Topic: Math - Sorting	Total time:

LESSON SEQUENCE GOALS
WI Academic Standards and any other relevant Standards addressed (consider National Standards and related Standards from other disciplines as well): *TWS, II
Learning Objective(s): *TWS, II What is/are the overarching learning goal/s <u>across these lessons</u> ? What knowledge and skills should they be able to demonstrate when assessed? (Students will be able to...)
Language Objective(s): *TWS, II Clearly specify the language skills all students will develop while learning content. The focus is on how students use language in the context of the lesson, such as speaking, writing, listening, or reading. (e.g. Students will participate in a group discussion on the importance of civil liberties in our lives, using academic vocabulary to support their arguments.)
Academic Language: *TWS, II List and define content-specific terms students will need to know and understand in order to be successful with these lessons?

Underlying Teaching/Learning Theories (e.g. Behaviorism, Cognitivism, Constructivism) **and Models** (e.g. Direct Instruction, Cooperative Learning, Inquiry-Based, Gradual Release of Responsibility (GRR), etc.) used to inform Lesson Sequence: Be specific with HOW they are demonstrated in your lessons.

Building on Personal/Cultural/Community Assets: *TWS, Ia

Explain how in your planning you considered student's prior academic learning and personal/cultural/community assets potential impacts on new learning

- **Personal assets:** Refers to specific background information that young adolescents bring to the learning environment, such as interests, knowledge, everyday experiences, family backgrounds, etc.
- **Cultural assets:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, art, etc.
- **Community assets:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, etc.

N/A

Relevance to Learners: *TWS, II

Why is it important that students learn the concepts taught in this lesson sequence? Why should your students care about this content? How is it relevant to their lives?

LESSON SEQUENCE ASSESSMENT

Assessment of Learning: *TWS, III

Pre-assessment and Summative Assessment strategies you will use for your Sequence of Lessons. Formative Assessments will be described within the daily lesson plan

- **Pre-Assessment:** How are you assessing student readiness for this Lesson Sequence (prior knowledge, possible misconceptions...) and what criteria will you use to determine readiness for your lessons? (LINK your pre-assessment)

- **Summative:** How are you assessing your Lesson Sequence Learning Objectives? What criteria will you use to determine student summative learning? (LINK your assessment tool and Rubric/Checklist)

LESSON PLAN - DAY 1

Learning target(s): Clearly state what you want students to know, do and/or understand as a result of this lesson (I can...). Be sure that these are ALIGNED with your SEQUENCE OBJECTIVES, FORMATIVE ASSESSMENTS and LEARNING ACTIVITIES

I can sort shapes by color, shape, and size.

Resources & Materials Available to Support your Planning: List all of the materials and resources you and your students will need. If applicable, note how Technology will be integrated into the lesson (hyperlink presentations, videos, websites, etc.)

- Teacher
- Students
- Technology Integration

Planned Supports: Describe the instructional supports during your lesson that address diverse learning needs in order for all students to successfully meet lesson targets.

***Indicate WITH RED TEXT specifically where these are occurring within the lesson plan (this should be aligned with your TWS Section 1a data)**

- List specific modifications/accommodations you will provide for students with specific learning needs.
- How will you differentiate the lesson for content, process, learning preferences, environment, and/or product for **ALL Students**?
- How will you modify for possible remediation and extend for accelerated students?

Opening: How will you launch or transition to the lesson? (e.g. welcome, give expectations, "Hook" students, activate their prior knowledge, introduce Learning Targets?, etc.)

Time for this part of the lesson:

During: What are your learning activities to support your Targets? (Include components such as Transitions and Grouping, How will you actively engage students, Provide key explanations, Monitor students' progress toward learning target(s), Use questioning strategies, Support students to learn and practice academic language, etc.) *Be sure to be specific with both your words and actions and what you will expect students to be doing...

What you will be doing:

What students will be doing:

Formative Assessment(s)

- How will you check for understanding **during** (e.g. turn and talks, student work during lesson, conferring, discussion, etc.) **and at the end** of your lesson (e.g. exit tickets, questioning, quiz, chance for practice, etc.)?
- How is the assessment strategy aligned to one or more of your Learning Targets?
- How does the assessment strategy provide evidence of student learning of the concepts being taught?
- How will you provide feedback to your students on this assessment strategy?
- How will you use the results to adjust your instruction? (this includes during the lesson and for future lessons)

During:

Cross-Disciplinary Connections and Opportunities for Transfer

- How will you help your students see connections and transfer their thinking to other disciplines and/or local/global issues related to your lesson content?

Time for this part of the lesson:

Closure:

- How will you wrap up your lesson and set the stage for what is to come? (e.g. Recap of LT, CFU/Formative Assessment, connection to next lesson, homework assigned)

Time for this part of the lesson:
Notes/Reflection on lesson: • What went well with the lesson - what is your evidence that you helped students learn? • What might be revised or strengthened within the lesson to facilitate even stronger learning opportunities?
N/A

LESSON PLAN - DAY 2
Learning target(s): Clearly state what you want students to know, do and/or understand as a result of this lesson (I can...). Be sure that these are ALIGNED with your SEQUENCE OBJECTIVES, FORMATIVE ASSESSMENTS and LEARNING ACTIVITIES
Resources & Materials Available to Support your Planning: List all of the materials and resources <u>you and your students</u> will need. If applicable, how Technology will be integrated into the lesson (hyperlink presentations, videos, websites, etc.)
• Teacher • Students • Technology Integration
Planned Supports: Describe the instructional supports during your lesson that address diverse learning needs in order for all students to successfully meet lesson targets. <i>*Indicate WITH RED TEXT specifically where these are occurring within the lesson plan (this should be aligned with your TWS Section 1a data)</i> • List specific modifications/accommodations you will provide for students with specific learning needs. • How will you differentiate the lesson for content, process, learning preferences, environment, and/or product for ALL Students? • How will you modify for possible remediation and extend for accelerated students?
Opening: How will you launch or transition to the lesson? (e.g. welcome, give expectations, “Hook” students, activate their prior knowledge, introduce Learning Targets?, etc.)

Time for this part of the lesson:	
During: What are your learning activities to support your Targets? (Include components such as Transitions and Grouping, How will you actively engage students, Provide key explanations, Monitor students' progress toward learning target(s), Use questioning strategies, Support students to learn and practice academic language, etc.) <i>*Be sure to be specific with both your words and actions and what you will expect students to be doing...</i>	
What <u>you</u> will be doing:	What <u>students</u> will be doing:
Formative Assessment(s) - How will you check for understanding during (e.g. turn and talks, student work during lesson, conferring, discussion, etc.) and at the end of your lesson (e.g. exit tickets, questioning, quiz, chance for practice, etc.)? - How is the assessment strategy aligned to one or more of your Learning Targets? - How does the assessment strategy provide evidence of student learning of the concepts being taught? - How will you provide feedback to your students on this assessment strategy? - How will you use the results to adjust your instruction? (this includes during the lesson and for future lessons)	
Cross-Disciplinary Connections and Opportunities for Transfer How will you help your students see connections and transfer their thinking to other disciplines and/or local/global issues related to your lesson content?	
Time for this part of the lesson:	
Closure:	

- *How will you wrap up your lesson and set the stage for what is to come? (e.g. Recap of LT, CFU/Formative Assessment, connection to next lesson, homework assigned)*

Time for this part of the lesson:

Notes/Reflection on lesson:

- *What went well with the lesson - what is your evidence that you helped students learn?*
- *What might be revised or strengthened within the lesson to facilitate even stronger learning opportunities?*