

**SUBJECT |**
**GRADE |**
**LESSON PLAN**

| <b>Getting Yourself Ready</b>  |  |                        |
|--|--|------------------------|
| Materials:<br>•  | Your Preparation:<br>•   | Agenda (w/times):<br>• |
| <b>Objective(s)</b>  | Today, students will be able to [insert skill that student will learn] by [insert proving behavior]  |                        |
| <b>Breakthrough Core Competencies</b>  |  |                        |
| <b>Breakthrough Teaching Rubric Competencies Alignment Note</b>  | Successful Breakthrough Teaching Fellows will demonstrate growth in the following focus areas: student-centeredness, academically rigorous instruction, engaging classrooms, data-informed instruction, and a commitment to lifelong learning. Throughout the lesson, you will find guiding questions (in orange) to support you in demonstrating those focus areas. |                        |
| <b>GETTING YOUR STUDENTS READY</b>   |  |                        |
| Purpose:   |  |                        |
| Do Now: <i>Does my Do Now prepare students for what is expected of them? Should this be adjusted based on data from a previous assignment?</i> |  |                        |

| <b>BUILDING THE SKILL (SAY, SEE, DO)</b>  |
|---|
| <p>TFs should internalize the answer to the following questions before planning/adapting the Building the Skill section.</p> <p><i>How will you ensure that all learners are engaged? What type of student responses are you looking for?</i></p> <p><i>How will you ensure that you're delivering high-quality instruction? What support do you need to achieve this?</i></p> <p><i>How will you ensure that a safe and inclusive learning environment is created?</i></p> <p><i>What probing questions should you prepare to support any necessary scaffolding?</i></p> |

|                       |              |
|-----------------------|--------------|
| [Task/Activity Name ] | <b>SAY –</b> |
|                       | <b>SEE –</b> |
|                       | <b>DO –</b>  |
| [Task/Activity Name]  | <b>SAY –</b> |
|                       | <b>SEE –</b> |
|                       | <b>DO –</b>  |
| [Task/Activity Name]  | <b>SAY –</b> |
|                       | <b>SEE –</b> |
|                       | <b>DO –</b>  |

**PRACTICING THE SKILL**

|   |   |
|---|---|
| Structured Practice Assignment (Teacher Lead) – | TFs should internalize the answer to the following questions before planning/adapting the practicing the skill section.<br><i>What opportunities will be provided for student ownership of content?</i>                           |
| Guided Practice Assignment (Teacher Monitors) – | <i>How will you circulate while students work?</i><br><i>What will you be looking for as students work?</i><br><i>What misunderstandings can you anticipate?</i><br><i>How will you bring everyone back together for debrief?</i> |

|   |   |
|---|---|
| Criteria for Mastery (exit slip):<br><i>How will you use the data to enhance your instruction? What is your learning target/goal for students in this lesson? How will you know students have met this target/goal?</i> | Closure: <i>Does this activity allow students to summarize their learning? What reflection questions can you ask?</i> |
|   | Exit Slip: <i>Does this exit slip or activity give me enough data to check for understanding?</i>                     |

Homework/Additional Practice Opportunities:  
*Is this a meaningful practice that you should assign to your students? How will this homework support their understanding?*