Name: **Date of Observation:** **US or CT Observation #**

Lesson Plan (1): *Title of Lesson*

LEARNING OBJECTIVES AND GUIDING QUESTIONS

What are the specific learning objectives (SWBAT) for this lesson? What are the guiding questions that build toward the essential questions? List the LOs in student-friendly language.

STANDARDS

Which standards guide this specific lesson?

ASSESSMENT WITHIN THIS LESSON

How will you collect evidence during this lesson on whether students are progressing toward understanding, developing skills, acquiring knowledge, or other learning objectives? What will these data tell you?

Please include in your learning plan below, your plan to share an example what a finished product looks like for students to know how to be successful. This will help meet the goals of Rubric: Purpose P5: Success Criteria.

SUPPORTS FOR INDIVIDUALS AND GROUPS (IEP, 504, ESOL, TAG, Struggling Readers)

*Considering the accommodations and adaptations described in the Learning Segment Design, describe the **specific** supports that students and groups will need for **this** lesson. Specifically describe supports for students on IEPs or 504 plans.*

SUPPORTS FOR THE LANGUAGE DEMAND(S)

Identify the Language Function for the learning segment (unit). If the LF for the unit is not part of this lesson, say so here. Describe supports to use and understand the Language Function and other language demands (syntax, discourse, etc.) in this lesson.

DEPTH OF KNOWLEDGE

Identify the DOK or the range of DOK your students should achieve in this lesson. Describe why.

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MATERIALS NEEDED

List all materials and resources required by teacher and/or students in order to make instruction comprehensible including, but not limited to, visuals, realia, manipulatives, technology, tools, etc.

SUBJECT SPECIFIC NOTES

Science

Processes

Which science processes and skills will the students be using in this lesson (may be more than one and may be one of the Language Functions)

Inquiry and Use and Analysis of Data

How and where in the lessons will students use scientific concepts and practices during inquiry to explain real-world phenomenon while analyzing and interpreting data?

Safety Considerations

Math

Potential Misconceptions

What correct and incorrect strategies, conceptions, and responses do you anticipate? How will you know? What mathematical concepts, processes, and ideas will students understand and struggle with? How might you respond to students' correct and incorrect ideas?

How will you address Conceptual understanding, procedural fluency, AND reasoning/problem-solving

See CCSS math standards and/or Progressions

Ideas for wording…..

About which ideas related to the math goal will it be mathematically productive and appropriate to call for students to justify and/or generalize? What specific questions, statement, and actions will you use to help students focus on these justification and generalizations?

While students are working on the mathematical task, where during the lesson will students have opportunities to engage in the Common Core State Standards for Mathematical Practice? Specifically, which Mathematical Practices are supported in this lesson? How?

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What questions, statements, and actions will you use to encourage students to share their thinking with each other, to build on each others' ideas, and/or to assess their understanding of each other's ideas?

What specific questions, statements, and actions will you use to focus students' reflections about their thinking and self-assessments of their understanding, progress, and needs about the mathematical goal for the lesson? Where in the lesson will this be most productive?

LEARNING PLAN

(Script out steps for completion of lesson; procedures you will follow; key questions to ask; explain student interactions, etc. Identify what the teacher will be doing and what the students will be doing. Also, identify specific engagement strategies when you are using them).

	Teacher is doing...	**Students are doing...**	Timing
Opening	*How will you engage previous knowledge and link to past learning events?* *How will you 'hook' students into the lesson?* ***include key questions*** *to ask students.* *Describe if you will use an opening assessment.* *Be specific about the language you will use.* *Inform students of the goals of the lesson.*	*Describe what students are doing as they begin the lesson.* *How will students know what to do?* *include any specific modifications for IEP, 504, ELL, struggling readers, TAG, or other individuals/groups.*	
Transition	*Be specific about the language you will use. Is this a conceptual transition or a logistical one? Describe if the former.*	*include any specific modifications for IEP, 504, ELL, struggling readers, TAG, or other individuals/groups.*	
Activity 1	***include key questions*** *to ask students.* *Describe the learning environment you are setting.* *if group or individual work, Include questions you can ask to specific groups of students to challenge or support them.* *how do you know when it is complete?*	*What are students physically doing?* *What are they saying or thinking about?* *How are they interacting?* *include any specific modifications for IEP, 504, ELL, struggling readers, TAG, or other individuals/groups.*	
Transition	*Add/subtract activity/transition rows*		
Activity 2	*Add/subtract activity/transition rows*		
Transition			
Closing	*(the conclusion; restatement of objective; student metacognition of concept(s); final check for understanding; students tell you how they know what they learned; final*	*include any specific modifications for IEP, 504, ELL, struggling readers, TAG, or other individuals/groups.*	

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	clarifications)Ask: Prepare in advance in writing at least one question you will ask the students that will clarify what they learned as a result of this lesson and provide them with an opportunity to reflect on their learning.. *Tell: Remind the students what you covered in the lesson.* *Celebrate: Ask the students to tell you what they learned about this lesson, connections to other lessons or content areas.* *Metacognition = students thinking about their own thinking.*		

Attach copies of any handouts, multimedia slides, or worksheets you intend to use

You may want to include the following. Identify them in your plan when you use them.

- Questions asked
- Modeling
- Checking for Understanding related to modeling
- Guided Practice
- Independent Practice
- Grouping strategies
- Engagement strategies
- Participation strategies
- Inquiry activities