ELA Lesson Preparation & Planning

| Unit Title:Unit Guiding Questions:[Module Unpacking](https://docs.google.com/document/d/1QXrHbZFOXmIN42c0WGRhZZi_DiwSDQF-df9nL7NoTps/copy): (link here) |
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| Resources Needed: What resources do you need to deliver the lesson (ie. charts to make, work to distribute, text, manipulatives)  |
| TOPICLesson Titles:Dates:  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Learning Targets(SOLs Addressed) | I can…. ( ) |  |  |  |  |
| How is it aligned to the standards and essential knowledge & skills?  |  |  |  |  |  |
| How will you check for understanding throughout the lesson? How do we know students met the Learning Target? |  |  |  |  |  |
| What are exemplars of high-quality student work? (ex. responses for entrance or exit tickets, annotation of texts, note-catchers, etc. |  |  |  |  |  |
| Lesson Plan: Where do you see the Read - Think - Talk - Write cycle within this lesson? |
| **Teacher Notes: What connections were made from the teacher notes that help me better teach this lesson to my students and connect to previous and future lessons?** |  |  |  |  |  |
| **TARGET****Opening:**  How will the Learning Target be unpacked?*Highlight most important parts of the opening* |  |  |  |  |  |
| **TASK & TEXT****Work Time:** How does the task directly connect to the Learning Target? How will you make that connection clear? *Highlight the most important parts.* |  |  |  |  |  |
| **Closing/Assessment/****Reflection:**How do we know students met the Learning Target? *Highlight most important parts of the Closing.* |  |  |  |  |  |
| **Students’ Needs:**What supports are needed to scaffold and ensure rigor, access to grade-level learning, and opportunities for extensions? How do you leverage small group time to address the Learning Targets? |  |  |  |  |  |
| Other Key Lesson Elements |
| What vocabulary is essential to understanding the purpose, text, or skill?  |  |  |  |  |  |
| What are high-impact strategies that will be used to build student voice, engagement, and ownership of learning?  |  |  |  |  |  |
| What misconceptions may arise throughout the lesson? |  |  |  |  |  |

Math Lesson Preparation & Planning

| Module Title:Topic:[Module Unpacking:](https://drive.google.com/file/d/1WlzAi5Okul9xv8pQ7Ard6t1x9rRsyORc/view?usp=sharing) (link here) |
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| Resources Needed: What resources do you need to deliver the lesson (ie. charts to make, work to distribute, text, manipulatives)  |
| Lesson Titles:Dates:  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Learning Targets(SOLs Addressed) | I can…. ( ) |  |  |  |  |
| How is the lesson aligned to the Essential knowledge & Skills? |  |  |  |  |  |
| How will you check for understanding throughout the lesson? How do we know students met the Learning Target?  |  |  |  |  |  |
| What are examples of student work? (ex. working problem sets, responses for entrance or exit tickets, note-catchers, etc.) |  |  |  |  |  |
| Lesson Plan |
| **Fluency :**What Fluency activity was selected for this lesson? What is the purpose of this Fluency (anticipation, etc)? *Highlight most important parts of the opening* |  |  |  |  |  |
| **Application Problem (ES only):** Where will you incorporate the Application Problem? |  |  |  |  |  |
| **Concept Development (ES)**What problems were selected within the CD? What will the teacher do?What will students be expected to **do**? What Problem Set items were selected as Must Dos, Could Dos and Extensions? How do these tasks directly connect to the Learning Target? How will you make that connection clear? *Highlight the most important parts of each. (Work Time)* |  |  |  |  |  |
| **Student Debrief:**What customizations were made to the Student Debrief?  |  |  |  |  |  |
| **Exit Ticket:**What customizations were made to the Exit Ticket?  |  |  |  |  |  |
| **Students’ Needs:**What supports are needed to scaffold and ensure rigor, access to grade-level learning, and opportunities for extensions? How do you leverage small group time to address the Learning Targets? |  |  |  |  |  |
| Other Key Lesson Elements |
| What vocabulary is essential to understanding the purpose, text, or skill?  |  |  |  |  |  |
| What are high-impact strategies that will be used to build student voice, engagement, and ownership of learning?  |  |  |  |  |  |
| What misconceptions may arise throughout the lesson? |  |  |  |  |  |

Science Lesson Preparation & Planning

| Unit:Anchoring Phenomenon:Chapter Title: Chapter Question:Chapter Phenomenon:[Unit Unpacking:](https://docs.google.com/document/d/1Zn_7DrCo4FvqgI0x6t7J45m1VufG7uUoFhbF-tlJ4AM/copy) |
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| Resources Needed: What resources do you need to deliver the lessons (ie. charts to make, work to distribute, text, lab kits, manipulatives)  |
| Lesson Titles:Dates:  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Learning Targets(SOLs Addressed)Daily investigative phenomenon & question | I can…. ( ) |  |  |  |  |
| How is it aligned to the standards and essential knowledge & skills?  |  |  |  |  |  |
| How will you check for understanding throughout the lesson? How do we know students met the Learning Target? |  |  |  |  |  |
| What are examples of student work? (ex., responses for entrance or exit tickets, annotation of texts, note-catchers, etc.) |  |  |  |  |  |
| Lesson Plan:  |
| Indicate the step(s) in the 5E Instructional Model that is(are) covered in this lesson (*note: you will NOT cover them all in a single day*).❑ Engage❑ Explore❑ Explain❑ Extend❑ Evaluate |  |  |  |  |  |
| Lesson at a Glance:*Student actions:*What will the students be doing during the day’s lesson? *Teacher actions:*What will you be doing to facilitate the student actions? |  |  |  |  |  |
| Students’ Needs *(see the Differentiation section within the Daily Lesson overview)*:What supports are needed to scaffold and ensure rigor, access to grade-level learning, and opportunities for extensions? |  |  |  |  |  |
| Other Key Lesson Elements |
| What vocabulary is essential to understanding the purpose, text, or skill?  |  |  |  |  |  |
| What are high-impact strategies that will be used to build student voice, engagement, and ownership of learning?  |  |  |  |  |  |
| What preconceptions may arise throughout the lesson? How will you address these? |  |  |  |  |  |