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) | | | | | |
| TOPIC  Lesson 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) | | | | | |
| --- | --- | --- | --- | --- | --- |
| 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) | | | | | |
| --- | --- | --- | --- | --- | --- |
| 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? |  |  |  |  |  |