

Daily Lesson Plan Template (BLANK TEMPLATE)

Common Core Literacy Standards

Lesson Objective(s)

Teach 1: Lead well-organized objective driven lessons

Assessment

Agenda

Instructional Text / Writing Assignment

Teach 8(Maximize Instructional Time)

Check One: <input type="checkbox"/> Direct Instruction <input type="checkbox"/> Discovery Learning <input type="checkbox"/> Collaborative Learning	Literacy Strategy(ies):	
	Check One:	<input type="checkbox"/> Collaboration <input type="checkbox"/> Inquiry <input type="checkbox"/> Writing <input type="checkbox"/> Reading
	Differentiation/Scaffolding	

Development of Student Understanding of the Importance of the Objective (Relevance)

Teach 2: Explain Content Clearly

Do Now/ Warm-up:

Teach 3: Engage Students at all Learning Levels in Accessible and Challenging Work

Motivational Activity/ Hook/ Reconnect:

Teach 3: Engage Students at all Learning Levels in Accessible and Challenging Work

Time:

Teacher 1

Teacher 2*

Materials:

Introduction of New Material: Teach 7: Develop Higher Level Understanding through Questioning		Time:
Teacher 1	Teacher 2*	Materials:
Guided Practice: Teach 4: Provide Students Multiple Ways to move Toward Mastery Teach 6: Respond to Student Understanding		Time:
Teacher 1	Teacher 2*	Materials:
Independent Practice: Teach 4: Provide Students Multiple Ways to move Toward Mastery		Time:
Teacher 1	Teacher 2*	Materials:
Check for Understanding Teach 5 and Teach 7: Develop Higher Level Understanding through Questioning		
Teacher 1	Teacher 2*	
Closure/ Assessment/ Exit Ticket		Time:
Teacher 1	Teacher 2*	Materials:

*Use this space if there is a co-teacher.

Standards-Based Unit Plan Worksheet (TEMPLATE)

Unit Title:

			ASSESSMENT EVIDENCE	
Content Standards	Bloom's Level.	CCSS Link	Assessment	Scoring
Priority Standard: <hr/> Concepts: Skills: Essential Question:			Summative:	
Related/ Supporting Standard 1: Discrete Knowledge and Skills:			Formative:	
Related/ Supporting Standard 2: Discrete Knowledge and Skills:			Formative:	
Related/ Supporting Standard 3: Discrete Knowledge and Skills:			Formative:	
Related/ Supporting Standard : Discrete Knowledge and Skills:			Formative:	

Principles of Instruction (Planning) Checklist

Strategies	Check if Complete
Review Previous Lesson TEACH 5	
Present New Material in Small Steps TEACH 3	
Effective Questioning (Check Response of ALL Students, Diversify the way Students can answer) TEACH 4&7	
Modeling (Think-A-Loud, Various Student Examples) TEACH 2	
Guiding Student Practice Correctly (Majority of Lesson)	
Check for Student Understanding (Address Misunderstandings Whole Group/ Provide Necessary Background Knowledge)TEACH 5&6	
Obtain High Success Rate TEACH 3	
Scaffolding (Anticipate Student Errors) TEACH 3&4	
Independent Practice/ Application, Discovery Approach (Cooperative Learning, Teachers Circulate, Collaboration) TEACH 4	
Review (Weekly/Monthly Data) TEACH 8	

BELL-TO-BELL TEACHING FORMATS

*Daily lesson plans will show bell to bell instruction. **TLFT8***

The bell-to-bell lesson plan templates provide support and guidance to teachers to create lessons that are well-organized and actively involve students in the learning process. Ensuring bell-to-bell instruction that is purposeful and rigorous ensures students with multiple ways to move towards mastery. Three basic types of lessons are: Direct Instruction, Discovery Learning, and Collaborative Learning. Teachers of every grade level, department, etc., will be able to utilize one of the Bell-to-Bell lesson plan templates while planning. In this way, teachers address Teach 1, Teach 3, and Teach 8 of the TLF. In addition, the template creates opportunities for the teacher to develop, practice, and implement effective classroom procedures and routines.

- **Direct Instruction** is a general term for the explicit teaching of a skill-set using lectures or demonstrations of the material, rather than exploratory models such as inquiry-based learning. Usually it involves explication of the skill or subject matter to be taught and may or may not include an opportunity for student participation or individual practice. In some special education programs, direct instruction is used in resource rooms, when teachers assist with homework completion and academic remediation.

Model Lesson: <http://youtube/twboxYNk2wU>

Warm Up/Do Now – 5 mins

Hook/Reconnect – 10 mins

Objective – 10 mins

Lecture/Demonstration – 15 mins

Guided Practice - 10 mins

Independent Practice – 25 mins

Closure/Exit Ticket – 10 mins

- **Discovery Learning** refers to various instructional design models that engage students in learning through discovery. Usually the pedagogical aims are threefold: (1) Promote "deep" learning, (2) Promote meta-cognitive skills (develop problem-solving skills, creativity, etc.), (3) Promote student engagement.

According to van Joolingen (1999:385):

“Discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments. The basic idea of this kind of learning is that because learners can design their own experiments in the domain and infer the rules of the

domain themselves they are actually constructing their own knowledge. Because of these constructive activities, it is assumed they will understand the domain at a higher level than when the necessary information is just presented by a teacher or an expository learning environment.”

Model Lesson: <http://youtube/eSEKCaVHkQ>

Warm Up/Do Now – 5 mins

Hook/Reconnect – 10 mins

Objective – 7 mins

Explore/Experiment – 15 mins

Explain - 7mins

Apply - 7mins

Evaluate - 10 mins

Instruct - 15 mins

Closure/Exit Ticket - 10 mins

- **Collaborative Learning** is an experience in which two or more students will learn or attempt to learn something together or from each other. Unlike individual learning, students engaged in collaborative learning capitalize on one another’s resources and skills (asking one another for information, evaluating one another’s ideas, monitoring one another’s work, etc.)-More specifically, collaborative learning is based on the model that knowledge can be created within a class where students actively interact by sharing ideas and experiences.

Model Lesson: <http://youtube/Cjo7zOuySr8>

Warm Up/Do Now – 5 mins

Hook/Reconnect – 10 mins

Objective – 10 mins

Group Work or Stations - 25 mins

Explain/Peer Teach – 20 mins

Instruct – 10 mins

Closure/ Exit Ticket – 10 mins