**LESSON PLAN**

Teacher

| **SUMMARY** |
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| **Date** |  |
| --- | --- |
| **Subject** |  |
| **Grade Level/Course** |  |
| **Main Topic or Unit** |  |
| **Subtopics or Key Concepts** |  |

| **Materials Needed** |
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* Any objects for demonstrating concepts or conducting a classroom activity
* You may also include references to be used for preparing the lesson
* Add more here

| **Learning Objectives** |
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* Include at least two outcomes to help set and manage expectations for you and your students. Identify various thinking skills.

| **Lesson Outline WEEK 1** |
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| **Duration** | **Guide** | **Assessment or Evaluation** | **Modifications** |
| --- | --- | --- | --- |
| Monday  xx minutes | Introduction of a new topic or continuation of a previous lesson |  | **Modifications:** Extensions and Scaffolding  Scaffolding: Break the lesson into two parts. Have students edit a piece of work after they fill out the worksheet.  Extensions: Have students edit a piece of their own work and write a headline. |
| Tuesday  xx minutes | Springboard question or activity  Independent or Guided Activities |  |  |
| Wednesday  xx minutes | Review of previous concepts (as needed) |  |  |
| Thursday  xx minutes | Main Discussion |  |  |
| Friday  xx minutes |  |  |  |

| **Lesson Outline WEEK 2** |
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| **Duration** | **Guide** | **Assessment or Evaluation** | **Modifications** |
| --- | --- | --- | --- |
| Monday  xx minutes | Introduction of a new topic or continuation of a previous lesson |  | **Student/Modification(s):** Extensions and Scaffolding  Scaffolding: Break the lesson into two parts. Have students edit a piece of work after they fill out the worksheet.  Extensions: Have students edit a piece of their own work and write a headline. |
| Tuesday  xx minutes | Springboard question or activity  Independent or Guided Activities |  |  |
| Wednesday  xx minutes | Review of previous concepts (as needed) |  |  |
| Thursday  xx minutes | Main Discussion |  |  |
| Friday  xx minutes |  |  |  |

| **Reflection** |
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| What concept did you reteach in this unit? |  |
| --- | --- |
| How did the unit reflect academic rigor? |  |
| How did this unit cognitively engage students? |  |
| How did this unit engage students in collaborative learning and enhance their cooperative learning skills? |  |