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| Teacher: |  | Date: |
| Class:  |
| **Standard:** | **Catalina Lesson Plan** | Agenda: |
| **OBJECTIVE:**  |
| **BELL WORK:****ANTICIPATORY SET:** |
| **LESSON SEQUENCING:** (At least 2 to 3 learning experiences.) (Teacher Actions and Student Actions) (I do, you do, we do) (Direct Instruction, Guided Practice Independent Practice)**QUESTIONS TO CHECK FOR UNDERSTANDING:** |
| **CLOSURE:**  |
| **Teacher Reflection:** (Reflect during and after the lesson. Note changes.) |
| **Standard:*** Write the Standard Code
 | **Catalina Lesson Plan****Guide** |  |
| **OBJECTIVE** **Explain to students:**1. What they are going to learn in the lesson.
2. How they are going to learn it.
3. How they will know that they learned it.

**Examples:** * Students will make and justify logical inferences based upon non-fiction, grade level text.
* Before this period ends, you will be able to explain why …
* In today’s class, you are going to show me that you know how to …
* Before the bell rings, I expect each one of you to describe the relationship between …

By 9:15 a.m., I want everyone to be able to describe in writing the steps for solving this kind of problem and explain why each step makes sense.  | **Agenda*** Thinking about my learning objective, how will I sequence the activities in this lesson to ensure that students can show mastery of the content taught?
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| **BELL WORK*** How will I reinforce yesterday’s learning or begin to introduce today’s objective? (2-5 minutes)

**Anticipatory Set*** Is the anticipatory set congruent to the objective?
* Will my anticipatory set hook all students to the learning?
* How will I build upon their background knowledge?
* Are all five (5) RAAPS elements included?
 | **ANTICIPATORY SET** **R**elevant to Objective **A**ctive Participation **A**ctivate Background  Knowledge **P**romotes Purpose **S**tatement of Objective |
| **Lesson Sequencing***Teacher Actions (the behaviors that are all relevant to the OBJECTIVE)** **I**nformation – input the teacher provides to students relating directly to the objective
* **R**esponses – specific feedback from the teacher to the students as a result of students’ efforts
* **A**ctivities / Learning Experiences – provides direct practice specific to the objective
* **Q**uestions – asked by teacher to find out the status of the students in relationship to the objective

***Active Participation / Student Engagement**** Are my learning experiences going to provide an opportunity for all students to participate?
* Are my learning experiences designed so that students process learning at least every 8-12 minutes?
* Is my lesson designed so all students are actively engaged with bell-to-bell instruction?
* Are my active participation strategies (covert / overt / combination) aligned to the objective?
* What questions will I ask? What higher level questions will I pose? Are my questions aligned to my objective?
* What explicit content area reading strategies will I incorporate to increase reading comprehension?
* Am I choosing complex texts and allowing the students to struggle with the reading?

**Lesson Sequencing (con’t)*****Instructional Delivery / Practice and Application**** What directions will I give and are they clear to the learner?
* What modeling and practice will I provide? (“I do…”, “We do…”, “Two do or Do as a Group…”, “You do alone…”)
* What ‘real-life’ learning experiences will I plan?
* What higher level learning experiences will I plan?
* Are my cooperative learning opportunities aligned to my objective?
* How will I ensure that students are ready for independent practice?
* What independent practice will I provide?
* Have I provided opportunities for students to self-assess?
* How will I ensure that all students are provided the opportunity to reflect on their learning?

***Monitor and Adjust / Ongoing Assessment**** How will I anticipate and address student confusion over a concept or skill with which they have difficulty?
* How will I check for understanding as the students complete their practice opportunities?
* How will I evaluate student understanding of this lesson?

**MODIFICATIONS*** What modifications do I need to make?
* What will I do for remediation/acceleration?
* What will I do for enrichment?
* How will I provide active engagement learning experiences for students with different learning styles?
* How will I modify my assessments for individual student needs?
 | **Instructional Delivery Menu*** Teach to the Objective (IRAQ)
* Retention

Modeling (I do…)Guided Practice (We do…)Additional Practice (Two do orDo as a group…)Independent Practice(You do alone…)* Wait Time
* Check for Understanding
* Differentiated Instruction

**Instructional Delivery Menu (con’t)*** Monitor and Adjust
* SIOP
* Questioning
* Student Engagement Strategies
* Marzano’s Nine

**AVID Strategies*** WICOR (Writing, Inquiry, Collaboration, Organization, Reading)
* Marking the Text
* Cornell Notes
* Socratic Seminar
* Quick Writes
* Learning Logs
* Philosophical Chairs
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| **CLOSURE*** How will I ask my students to summarize this lesson?
* How will I actively engage all students in reaching closure?
* Is my closure congruent to the objective?
 | * All Students Summarize the Learning of the Objective
* All Students are Actively Engaged
* Congruent to the Objective
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| **Teacher Reflection*** Was the instructional objective met? How do I know students learned what was intended?
* Were the students productively engaged? How do I know?
* Did I alter my instructional plan as I taught the lesson? Why?
* What additional assistance, support and/or resources would have further enhanced this lesson?
* What would you do differently if you were to re-teach this lesson?
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