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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? |
| **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 or  Do 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 |
| **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 |
| **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? | | | | | |