|  **LWC LESSON PLAN FORMAT (Abbreviated)** Use this template, the LWC lesson plan format, to develop a stand-alone lesson for each day in your unit. Attach rubric, scoring guides, worksheets, activity sheets, etc. |
| --- |
| **Name:**  | **Date:**  | **Content and/or Integrated Subject:**  |
| **Age/Grade level:** | **# of students:** | **#Gifted:** |
| **#IEP**:  | **#ELL:**  | **Lesson Title:**  |
| **Lesson Context:*** **Yesterday, students learned about**
* **Today, students will**
* **Tomorrow, students will**

**Unit Objective(s) Addressed in this Lesson (for stand-alone lessons, indicate NA)** 1. N/A
 |
| **KENTUCKY ACADEMIC STANDARD (KAS)****List learning targets/objective(s) aligned with KAS (ie, Prog of Studies and/or Ky. Core Content):****List the “I Can” statements based on the learning targets / objectives:** |
| **Lesson Outline** |
| **Instructions: For each of the objectives / learning targets listed previously, complete the information required:** |
| **Lesson Objectives/****Learning targets** | **Instructional Strategies/activities and Formative Assessment Process** |
|

| Objective/Target 1:Objective/Target 2: Critical Vocabulary: Content specific/Bloom’s 1.2.**Strategies/Activities:**

| Direct instruction |  | Indirect Instruction |  | Guided Practice/Modeling |  |
| --- | --- | --- | --- | --- | --- |
| Discussion |  | Learning Stations |  | Technology |  |
| Graphic Organizer |  | Cooperative Group work  |  | Anchor Charts |  |
| Independent practice |  | Guided questioning  |  | Student choice |  |
|  |  |  |  |  |  |
| Other:  |  |

**21st Century /College Career Readiness Skills:**

| Ethics |  | Technology User |  | Leader/Team Contributor  |  |
| --- | --- | --- | --- | --- | --- |
| Media Literacy |  | Self-directed |  | Financial Literacy |  |
| Social Responsibility |  | Multi-lingual |  | Personal Accountability |  |
| Critical Thinker |  | Effective Communicator |  | Global Awareness |  |
| Adaptability |  | Personal Responsibility |  | Curious researcher |  |

**Co-teaching Strategy:**

| One teach-one observe |  | Station Teaching |  | Parallel teaching |  |
| --- | --- | --- | --- | --- | --- |
| One teach-one assist |  | Alternative Teaching |  | Team Teaching |  |

**Special Ed Teacher (SET):  Accommodations and Modifications if collaborating with SET**

| One-on-one |  | Small group |  | Extended time |  |
| --- | --- | --- | --- | --- | --- |
| Scribe |  | Learning Stations |  | Reader |  |
| Rubric |  | Student reads to teacher |  | Environment Change |  |
| Graphic Organizer |  | Guided questioning  |  | Student choice |  |
| Accuracy goals |  | Step-by-step instructions |  | Assisted technology |  |
| Other:  |

**Differentiated strategies/activities: IEP, ELL, and Gifted**

| Group/Teamwork |  | Guided Discussion |  | Graphic organizers |  |
| --- | --- | --- | --- | --- | --- |
| Guided questions |  | Student Leaders |  | Learning Stations |  |
| Rubrics |  | Higher-Order questions |  | Movement |  |
| Other:  |

**Media/Technologies/Resources:**

| Interactive Board |  | Content Texts |  | Google Classroom |  |
| --- | --- | --- | --- | --- | --- |
| Digital Formative Assessment |  | Classroom Library |  | Virtual Gaming |  |
| Virtual Collaboration |  | Online Video |  | Learning App |  |
| Webquest |  | ESL Texts |  |  |  |
| TV/DVD/Video:  |
| Other Resources/materials: |
| Research Sources:  |

**Formative Assessment: Indicate how the students will be assessed and how these assessments will be used to improve/guide instruction.**

| Observation |  | Exit Slip |  | Think/Pair/Share |  |
| --- | --- | --- | --- | --- | --- |
| Peer |  | KWL |  | Discussion |  |
| Summary |  | Questioning |  | Dry Erase Boards |  |
| Response game |  | Quiz |  | Self assessment  |  |
| Student Data Notebook |  | Learning Log |  | 3,2,1 |  |
|  Other: |

 **Accommodations for this assessment?**

| Extended Time |  | Increased Print size |  | Audio Recording |  |
| --- | --- | --- | --- | --- | --- |
| Written instructions |  | Reader  |  | Calculator |  |
| Setting Accommodations |  | Scribe  |  | Paraphrasing |  |
| Modified Lesson |  | Translation App |  | Manipulatives |  |
| Other: Behavior, SET |

 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

 |

| **Lesson Procedures and Sequence****Instructions: Fully develop the learning strategies incorporated in the learning sequence.** **Assessments: Even though a pre-assessment was given for the Unit, include pre-assessment(s) of a specific concept if needed. Clearly identify. Also identify formative assessments throughout the lesson plan and label summative assessments when included. Opportunities for student self-assessment should be included.**  |
| --- |
| **a. Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives within this sequence. Use the outline below and i*nclude only those sections needed.***1. **Concept / Skill Review**

1. **Concept / Skill Preview**
2. **Using the Gradual Release Model of Teaching and Learning, develop and give full detail for the Learning Strategies and Experiences**

**a.****b.** **c.**  **d.****4. LIST the questions you will use to promote CRITICAL THINKING during your lesson. This section should outline the who, what, when, where of the instructional strategies and activities. LABEL Bloom’s Taxonomy levels to ensure Higher Order Thinking (HOT/Critical thinking) questions are being asked.*****Attach a copy of all materials* used in the lesson including but not limited to:*** **Handouts**
* **Activity sheets**
* **Instructions**
* **PowerPoints**
* **Assessments**
* **Copies of or links to web pages**
 |