| **LWC LESSON PLAN FORMAT**  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. along with each lesson. | | |
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| 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** | | |
| [**KENTUCKY ACADEMIC STANDARD (KAS)**](https://kystandards.org/)  **\*ELA Interdisciplinary Literacy Practices (required for ALL content areas K-12) (Literacy Component)**  **Math**  **Standard(s):**  **English Language Arts / College Career Readiness Literacy Content Standards**  **Standard(s):**  **Social Science / Science / Art / Integrated Music / Health / Physical Education**  **Standard(s):**    **Unit Objective(s) Addressed in this Lesson (for stand-alone lessons, indicate NA)**  1.  2.  **List lesson learning targets/objective(s) aligned with KAS (ie, Prog of Studies and/or Ky. Core Content): At least 1**  1.  2.  **List the “I Can” statements based on the learning targets / objectives:**  1.  2. | | |
| **Lesson Outline** | | |
| **Instructions: Mark all that apply** | | |
| **Strategies/Activities:**   | Direct Instruction |  | Indirect Instruction |  | Guided Practice/Modeling |  | | --- | --- | --- | --- | --- | --- | | Discussion |  | Learning Stations |  | Technology |  | | Graphic Organizer |  | Cooperative Group work |  | Anchor Chart |  | | Independent Practice |  | Guided Questioning |  | Student Choice |  | | Game |  | Experiment |  | Bellringer/Hook |  | | Concept Map |  | Interactive notebook |  | Case Study |  | | Mark/Annotate |  | BDA reading activity |  | Doodle/Guided notes |  | | Jigsaw |  | Gallery Walk |  | Think/Pair/Share |  | | Other: | | | | |  |   **21st Century /College Career Readiness Skills (Demonstrated by Students during lesson)**   | Ethical Behavior |  | Technology User |  | Leader/Team Contributor |  | | --- | --- | --- | --- | --- | --- | | Media Literacy |  | Self-directed learning |  | Financial Literacy |  | | Socially Responsible |  | Multi-lingual |  | Personally Accountable |  | | Critical Thinker |  | Effective Communicator |  | Global Awareness |  | | Adaptable/flexible |  | Personal Responsibility |  | Student as a 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 |  | Modified Assignment |  | | --- | --- | --- | --- | --- | --- | | Scribe |  | Graphic Organizers |  | Standing Desk |  | | Reader |  | Annotated Notes |  | Alternative Seating |  | | Extended Time |  | Guided Questioning |  | Student Choice |  | | Manipulatives |  | Calculator |  | Picture Schedule/cards |  | | Behavior Chart |  | Environmental Change |  | Large/Double Spaced Print |  | | Quiet Seating |  | Step-by-step Instructions |  | Assisted Technology |  | | Other: | | | | | |   **Differentiated strategies/activities: IEP, ELL, and Gifted**   | Group/Teamwork |  | Guided Discussion |  | Graphic Organizers |  | | --- | --- | --- | --- | --- | --- | | Guided Questions |  | Reader |  | Learning Stations |  | | Simplified instructions |  | Written instructions |  | Picture instructions |  | | Translated Materials |  | Scribe |  | Student Choice |  | | One-on-one |  | Small Group |  | Modified Assignment |  | | Guided Questions |  | Graphic Organizers |  | Standing Desk |  | | Extended Time |  | Annotated Notes |  | Alternative Seating |  | | Manipulatives |  | Calculator |  | Picture Schedule/cards |  | | Behavior Chart |  | Environmental Change |  | Large/Double Spaced Print |  | | Special Interest Area |  | Step-by-step Instructions |  | Assisted Technology |  |   **Media/Technologies/Resources:**   | Interactive Board |  | Google Drive |  | Google Classroom |  | | --- | --- | --- | --- | --- | --- | | Digital Assessment |  | Classroom Library |  | Virtual Gaming |  | | Virtual Collaboration |  | Webquest |  | Learning App |  | | Teacher Designed Website |  | Kahoot |  | Quizlet |  | | EdPuzzle |  | Socrative |  | Wonderopolis |  | | TED Talks |  | Podcast |  |  |  | | Content Texts |  | ESL Texts |  |  |  | | Video links: | | | | | | | Other Resources/materials: | | | | | | | Equipment: | | | | | | | Research Sources: | | | | | |   **Assessments (Formative/Peer/Self): 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 |  | Reflective Writing |  | | Checklist |  | Anecdotal Notes |  | 3,2,1 |  | | Student Data Notebook |  | Learning Log |  |  |  | | Describe self-assessment: | | | | | |     **Accommodations for assessments?**   | Extended Time |  | Increased Print size |  | Audio Recording |  | | --- | --- | --- | --- | --- | --- | | Written instructions |  | Reader |  | Calculator |  | | Setting Accommodations |  | Scribe |  | Paraphrasing |  | | Modified Lesson |  | Translation App |  | Manipulatives |  | | Other: | | | | | | | | |

| **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.** |
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| **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.* Identify (IN BOLD) each item from the lesson outline that you checkmarked above in the lesson sequence below when it appears in your instruction.**   1. **Concept / Skill Review (Activate prior knowledge)**      1. **Concept / Skill Preview (Hook your audience)** 2. **Using the Gradual Release Model of Teaching and Learning, develop and give full detail for the Learning Strategies and Experiences. Explain step by step what the teacher will do and what the student will do from the time the lesson begins until the lesson ends.**   **a.**  **b.**  **c.**  **d.**     1. **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** |