

LESSON PLAN Date:	SUBJECT:
Preparation Before Class:	Background Information:
	Materials/Resources:

Activity/Plan:

Time: Min.	Introduction:
Groupings:	

Time: Min.	Lesson:
Groupings:	

Time: Min.	Extension / Wrap-up:
Groupings:	

*Daily Close:

Learning Outcomes: Students will be able to:	Assessment		
	Diagnostic (assessment <i>for</i> learning)	Formative (assessment <i>for/as</i> learning)	Summative (assessment <i>of</i> learning)
	<input type="checkbox"/> Observation <input type="checkbox"/> Anecdotal notes <input type="checkbox"/> Interview/Fishbowl <input type="checkbox"/> Inventories/Surveys <input type="checkbox"/> Test/quiz/snowball <input type="checkbox"/> Questionnaires <input type="checkbox"/> Learning Log / Journal <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Presentation <input type="checkbox"/> Performance <input type="checkbox"/> Puzzle/Gallery Walk <input type="checkbox"/> Discussion w teacher <input type="checkbox"/> Checklist/Dotmocracy <input type="checkbox"/> Muddy/Minute/KWL <input type="checkbox"/> Think-pair-share	<input type="checkbox"/> Observation/Lab <input type="checkbox"/> Anecdotal notes <input type="checkbox"/> Jigsaw/Read notes <input type="checkbox"/> Test/quiz/debate <input type="checkbox"/> Checklist, Pro/Con <input type="checkbox"/> Conference/Poster <input type="checkbox"/> Media/Video/Sim <input type="checkbox"/> Peer-assessment <input type="checkbox"/> Self-assessment <input type="checkbox"/> Presentation <input type="checkbox"/> Performance <input type="checkbox"/> Project/POGIL <input type="checkbox"/> Case studies <input type="checkbox"/> Student Qs <input type="checkbox"/> Min/KWL/Journal <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Team-based learn	<input type="checkbox"/> Portfolios <input type="checkbox"/> Unit test <input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input type="checkbox"/> Final reflection <input type="checkbox"/> Speeches <input type="checkbox"/> Projects <input type="checkbox"/> Presentations <input type="checkbox"/> Reports, oral/written <input type="checkbox"/> Performance <input type="checkbox"/> Graphic Organizers

Connections to Equity, Diversity, and Social Justice:	Connections to Student's lives (local/global)	Collaborative/Social skills <input type="checkbox"/> Participating fully <input type="checkbox"/> Listening attentively <input type="checkbox"/> Expressing appreciation <input type="checkbox"/> Reflecting on experience <input type="checkbox"/> Valuing diversity <input type="checkbox"/> Thinking constructively <input type="checkbox"/> Making responsible decisions <input type="checkbox"/> Resolving conflict <input type="checkbox"/> Solving problems creatively <input type="checkbox"/> Working on tasks together <input type="checkbox"/> Assessing improvement <input type="checkbox"/> Celebrating achievement
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Purpose

- Mental Set
- Sharing Purpose/Objectives
- Input
- Modeling
- Check for Understanding
- Guided Practice
- Independent Practice
- Closure

Accommodations / Modifications:	Level	Format	
<input type="checkbox"/> Increase time, space, amount <input type="checkbox"/> Peer tutor/Partner <input type="checkbox"/> Decrease time, space, amount <input type="checkbox"/> Use manipulatives, models <input type="checkbox"/> Change space, seating area <input type="checkbox"/> Include visuals <input type="checkbox"/> Scribe <input type="checkbox"/> Interpretive sign language <input type="checkbox"/> Oral explanation <input type="checkbox"/> Provide instruction throughout <input type="checkbox"/> Screen reader/closed caption	<input type="checkbox"/> Closed captioning <input type="checkbox"/> Recording <input type="checkbox"/> Provide instruction throughout <input type="checkbox"/> Quiet area <input type="checkbox"/> Draw picture <input type="checkbox"/> Role Play <input type="checkbox"/> Spell check <input type="checkbox"/> Use text reading computer <input type="checkbox"/> Provide instruction throughout <input type="checkbox"/> Wheelchair access <input type="checkbox"/> Colour contrast	Bloom's Taxonomy: <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation <input type="checkbox"/> Invoke metacognition <input type="checkbox"/> Build empathy <input type="checkbox"/> Evaluation	Medium Formats: <input type="checkbox"/> Linguistic <input type="checkbox"/> Spatial <input type="checkbox"/> Interpersonal <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Musical <input type="checkbox"/> Naturalistic <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Equity, Diversity, Inclusivity, Indigenous content

Notes / Reminders / Homework:

Building EI (Emotional Intelligence) = self-awareness, self-management, social awareness, relationship management, build relationships, motivate, inspire, manage conflict, communicate clearly

What to do for students who are absent:

Further Questions to Consider – Does the lesson....

- Engage students? Provide active learning? Provide opportunities for practice?
- Hands-on activity? _____
- Demo? _____
- Require critical thinking throughout?
- What critical and creative thinking skills were addressed? _____
- Command professional respect?
- Address the curriculum expectations in an effective and engaging way?
- Provide the students with an opportunity to react to the material and/or relate it to their lives/world?
- Outline a specific method for grouping students during collaborative work? Encourage community of learning? (Use a variety of groupings)
- Provide an opportunity for all students to learn? Students with differing physical and mental abilities?
- Provide opportunity for individual student choice and autonomy?
- Employ a variety of techniques and strategies? Cognitive load of lesson? Cognitive load of technology/resources?
- Encourage the learning of content and skills? Provide motivation? Provide sufficient resources?
- What connections were made between various skills/knowledge? _____
- Assess and evaluate students in a way that is fair, efficient and scaffolded? (Diagnostic, formative, summative)?
- Take into consideration the necessary modifications and accommodations of all students in the class?
- Connect students to careers?
- Develop communication, time-management, interpersonal skills?
- Have appropriate instructions? appropriate assessment of course learning outcomes? clear rubrics?

Additional Resources:

Free:

Cost:

Instructional Strategies:		
<input type="checkbox"/> Think/Pair/Share: Think/Pair/Draw <input type="checkbox"/> Four Corners <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Placemat <input type="checkbox"/> Jigsaw <input type="checkbox"/> Gallery Tour <input type="checkbox"/> Graffiti	<input type="checkbox"/> Demonstration / Use of Exemplar <input type="checkbox"/> Learning Centres <input type="checkbox"/> Debate <input type="checkbox"/> Coding for Importance <input type="checkbox"/> Numbered Heads <input type="checkbox"/> Group Work / Instructional Strategies <input type="checkbox"/> Direct Teaching	<input type="checkbox"/> Role Playing <input type="checkbox"/> Seminar / Panel <input type="checkbox"/> Hands-on Activity <input type="checkbox"/> Brainstorming <input type="checkbox"/> Inside / Outside Circles <input type="checkbox"/> Rapid Writing <input type="checkbox"/> Co-operative Learning

Lesson Reflection and Changes for Next time: