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| **Name:** | **Course Number/Title:** | | | | | |
| **Total Length of Lesson:** | **Grade Level:** | | | | | |
| **Subject Area/Topic of Lesson:** | **Total number of P-12 students: \_\_\_\_\_ Number of ELL students: \_\_\_\_\_**  **Number of ESE students excluding Gifted: \_\_\_\_\_ Number of Gifted students: \_\_\_\_\_** | | | | | |
| **FL Standards (Academic Standards)**  (Write the benchmark number and description.) Find these on the FLDOE website or CPalms. <http://www.cpalms.org/Standards/FLStandardSearch.aspx>.  Include standards to integrate across subjects. Example: Reading, Writing, Social Studies; Math, Writing, Science | **Student Achievement (Learning) Objectives (SAO)**  The objective must match the FL Standards. Objectives are developed by unpacking the standards and creating learning targets that chunk the knowledge into smaller pieces.  The objective and SAO must match the FL standard.  Example: The students will demonstrate understanding of mixed numbers and improper fractions by drawing models of equivalent mixed numbers and improper fractions with an 80% mastery level.  (The objective should be aligned with the summative assessment.) | | | **Summative Assessment/Evaluation**  This must assess the students’ mastery of the objective/standard. Examples: final project, paper test, report, chapter test, etc. Be sure that this assessment directly links to the objective and standards. This section will be copied at the bottom of this this lesson plan to show the sequence of instruction. Organize learning targets into performance scales.  **Attach a copy of the summative assessment to this lesson plan.** | | |
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| **Possible misconceptions for this lesson and strategies to address misconceptions**  Gather information from pretests, talking to CT, common content area misconceptions, suggested misconceptions from teacher resource materials. |  | | | | | |
| **ESOL strategies specific to the P-12 students in your class and content of the lesson**  You must include these instructional strategies under the assumption that there are P-12 ELL students in the classroom. List the ELL stages of the students. ELL instructional strategies must support the objectives of this specific lesson. Align the instructional strategies to the critical content of the lesson. Please **list stages, code** **and the description** given. |  | | | | | |
| **Materials/Tech/Eqmt/E-Lrng**  List all including specific titles of any texts and links to any videos or other media. All materials must be at the appropriate grade level, critical content level, and level of rigor. |  | | | | | |
| **Vocabulary**  Necessary for P-12 students to understand the critical content of the lesson.  Be sure to list **words and definitions**. |  | | | | | |
| **Instructional Strategies**  List various specific instructional strategies used throughout the lesson. (whole group, small group, centers, specific graphic organizers, paired discussion, think-alouds) |  | | | | | |
| **Differentiated Instruction/**  **Meeting the Needs of All Learners**  Address P-12 ELLs, students with difficulties, and advanced students. Remember critical content, process, and product. Include P-12 student first names if used in any clinical experience or with a hypothetical class. (no last names) | **P-12 ELL Students (include ELL level)**  Content, Process or Product | **P-12 Students with difficulties**  Content, Process or Product | | | **P-12 Advanced Students**  Content, Process or Product | |
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| **Introduction to new critical content/Review of previous critical content/P-12 Student Engagement**  Plan for approximately 10% of the total lesson to be devoted to this area. This is used to activate background knowledge, introduce vocabulary (if needed at this time), and create excitement about what is about to be taught. Use videos, games, graphic organizers, etc… |  | | | | | **Estimated Time:** |
| **Higher Order Questions**  List questions and identify level of taxonomy. The questions must be grade level appropriate and ABOVE the comprehension/understanding level.  <http://www.fctl.ucf.edu/teachingandlearningresources/coursedesign/bloomstaxonomy/> | |  | | | |
| **Instruction/Explanation**  When using the 5E model, Explanation and Exploration are reversed.   * Explain * Model/Demonstrate   **What instruction will you provide to impact P-12 student learning and create rigor through complexity and autonomy?** | **List the FL Standard(s) and learning targets in this section:** | | | | | **Estimated Time:** |
|  | | | | | |
| **Higher Order Questions**  List questions and identify level of taxonomy. The questions must be grade level appropriate and ABOVE the comprehension/understanding level.  <http://www.fctl.ucf.edu/teachingandlearningresources/coursedesign/bloomstaxonomy/> | |  | | | |
| **Formative Assessment**  Check for P-12 student learning and adjust instruction if necessary.  Examples: student response to questions, journal entries, graphic organizers, small group discussions with teacher notes, kinesthetic assessments, white board responses, exit slips, Kagan strategies, etc  If using Plickers, Kahoot, etc., provide the link and/or hard copy of the questions.  **What evidence will you collect from p-12 student's to demonstrate that they learned the critical content of the required standards and met the learning targets?**  **Feedback: How will you provide feedback to P-12 students and celebrate success?** | |  | | | |
| **Guided Practice/Exploration**  When using the 5E model, Explanation and Exploration are reversed.   * Paired or group activities * Practice * Feedback from peers and teacher   **What practice opportunities will you provide to impact student learning?** | **List the FL Standard(s) and learning target(s) in this section:** | | | | | **Estimated Time:** |
|  | | | | | |
| **Higher Order Questions**  List questions and identify level of taxonomy. The questions must be grade level appropriate and ABOVE the comprehension/understanding level.  <http://www.fctl.ucf.edu/teachingandlearningresources/coursedesign/bloomstaxonomy/> | |  | | | |
| **Formative Assessment**  Check for student learning and adjust instruction if necessary.  Examples: student response to questions, journal entries, graphic organizers, small group discussions with teacher notes, kinesthetic assessments, white board responses, exit slips, Kagan strategies, etc…  If using Plickers, Kahoot, etc… Provide the link and/or hard copy of the questions.  **What evidence will you collect from p-12 student's to demonstrate that they learned the critical content of the required standards and met the learning targets?**  **Feedback: How will you provide feedback to P-12 students and celebrate success?** | |  | | | |
| **Independent Practice/Elaboration**  Application of the objectives and learning targets.   * P-12 students work independently to provide data to adapt instruction in wrap-up and remediation * PST assesses individual P-12 student learning   **What individual practice will you provide to impact P-12 student learning?** | **List the FL Standard(s) and learning target(s) in this section:** | | | | | **Estimated Time**: |
|  | | | | | |
| **Wrap-up/Closure**  Review the objective(s) using P-12 student-engaged activities:   * Higher Order Questions * Exit tickets * Additions to the KWL * Post-It Notes * Etc…..   **What wrap-up will you provide to impact P-12 student learning?** | **List the FL Standard(s) and learning target(s) in this section:** | | | | | **Estimated Time**: |
|  | | | | | |
| **Higher Order Questions**  List questions and identify level of taxonomy. The questions must be grade level appropriate and ABOVE the comprehension/understanding level.  <http://www.fctl.ucf.edu/teachingandlearningresources/coursedesign/bloomstaxonomy/> | |  | | | |
| **Formative Assessment**  Check for P-12 student learning and adjust instruction if necessary.  Examples: P-12 student response to questions, journal entries, graphic organizers, small group discussions with teacher notes, kinesthetic assessments, white board responses, exit slips, Kagan strategies, etc  If using Plickers, Kahoot, etc., provide the link and/or hard copy of the questions.  **What evidence will you collect from p-12 student's to demonstrate that they learned the critical content of the required standards and met the learning targets?**  **Feedback: How will you provide feedback to P-12 students and celebrate success?** | |  | | | |
| **Summative Assemnt/ Evaluation**  This must assess the P-12 students’ mastery of the FL Standard and learning targets. Examples: final project, paper test, report, chapter test, etc.  **Attach a copy of the summative assessment to this lesson plan.** |  | | | | | |
| **Remediation**  What will **YOU** do with the P-12 students who do not meet the mastery measurement level provided in the FL Standard/summative assessment?   * Provide a detailed explanation * Include additional materials used for remediation |  | | | | | |
| **Resources for development and implementation of lesson** | Cpalms  Grade level planning meeting  Professional development at school  Observation of another teacher  Websites (list)  Cooperating teacher  Supervising professor  Coursework  Other | | | | | |