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| Name: | Course Number/Title: | |
| Total Length of Lesson: | Grade Level: | |
| Subject Area/Concept of Lesson: | Total number of students:  Number of ELL students:  Number of ESE students excluding Gifted:  Number of Gifted students: | |
| FL Standards  (Write the benchmark number and description.) Find these on the FLDOE website or CPalms. <http://www.cpalms.org/Standards/FLStandardSearch.aspx>. If you locate the essential questions first, you can just match the code number on the FLDOE site. |  | |
| Objective with Student Learning Outcome  The objective and SLO 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 above objective and standards. This section will be copied at the bottom of this this lesson plan to show the sequence of instruction.  **Attach a copy of the summative assessment to this lesson plan.** |  | |
| ESOL Strategies  You must include these strategies under the assumption that there are ELL students in the classroom. Please **list both the code** **and the description** given. |  | |
| Materials / Technology / Equipment / E-Learning  List all. |  | |
| Vocabulary  Necessary for Students to Understand the Lesson.  Be sure to give **words and meanings**. |  | |
| Teaching Strategies  List strategies used throughout the lesson.  (whole group, small group, centers, graphic organizers, paired discussion) |  | |
| Introduction to the lesson / Engage  This shouldn’t take too long, but should be effective. This is used to activate background knowledge, introduce vocabulary (if needed at this time), and create an excitement of learning what is about to be taught. Use videos, games, graphic organizers, etc. to do this. |  | |
| Higher Order Questions (List questions and identify level of Bloom’s Taxonomy.) | |
| Instruction / Explanation  Explanation and Modeling |  | |
| Higher Order Questions (List questions and identify level of Bloom’s Taxonomy.) | |
| Guided Practice / Exploration  Paired or group activities and discussion that will provide feedback from peers and/or teacher. |  | |
| Higher Order Questions (List questions and identify level of Bloom’s Taxonomy.) | |
| Differentiated Instruction  Address ELLs, Students with difficulties, and Advanced students. Remember content, process, product. | **ELL Students**  Content, Process, or Product |  |
| **Students with difficulties**  Content, Process, or Product |  |
| **Advanced Students**  Content, Process, or Product |  |
| Independent Practice / Elaboration  Application of the objective. |  | |
| Formative Assessment / Evaluation  Check for student understanding 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. |  | |
| Wrap up / Closure  Review the objective through higher order questioning. |  | |
| Higher Order Questions (List questions and identify level of Bloom’s Taxonomy.) | |
| Summative Assessment / Evaluation  This must assess the students’ mastery of the objective/standard. 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 students who do not meet the mastery measurement level provided in the objective/summative assessment? |  | |