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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 OutcomeThe 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 / EvaluationThis 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 StrategiesYou 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-LearningList all. |  |
| VocabularyNecessary for Students to Understand the Lesson.Be sure to give **words and meanings**. |  |
| Teaching StrategiesList strategies used throughout the lesson. (whole group, small group, centers, graphic organizers, paired discussion) |  |
| Introduction to the lesson / EngageThis 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 / ExplanationExplanation and Modeling |  |
| Higher Order Questions (List questions and identify level of Bloom’s Taxonomy.) |
| Guided Practice / ExplorationPaired 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 InstructionAddress 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 / ElaborationApplication of the objective. |  |
| Formative Assessment / EvaluationCheck 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 / ClosureReview the objective through higher order questioning. |  |
| Higher Order Questions (List questions and identify level of Bloom’s Taxonomy.) |
| Summative Assessment / EvaluationThis 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.** |  |
| RemediationWhat will you do with the students who do not meet the mastery measurement level provided in the objective/summative assessment? |  |