Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Big Idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Day** | **Objective & Assessment** | **Other** |
| Monday | The students will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Thinking Verb)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Specific Content)  by using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Acquisition of Content)  to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Product or Assessment) | Engagement |
| Differentiation |
| Tuesday | The students will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Thinking Verb)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Specific Content)  by using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Acquisition of Content)  to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Product or Assessment) | Engagement |
| Differentiation |
| Wednesday | The students will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Thinking Verb)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Specific Content)  by using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Acquisition of Content)  to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Product or Assessment) | Engagement |
| Differentiation |
| Thursday | The students will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Thinking Verb)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Specific Content)  by using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Acquisition of Content)  to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Product or Assessment) | Engagement |
| Differentiation |
| Friday | The students will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Thinking Verb)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Specific Content)  by using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Acquisition of Content)  to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Product or Assessment) | Engagement |
| Differentiation |

**The Mini Lesson Plan Lifesaver**

**Components of Your Weekly Lesson Plan Writing**

1. **Objective & Assessment**

* Make sure assessment shows student mastery of the objective.
* Assessment should directly relate to objective. It should prove that the students learned your goal for that day.
* Use rubrics or check-off sheets to assist in grading – please specify how you will evaluate.

**Writing the 4-Legged Objective**

**Example:**

The students will compare and contrast ***(Thinking Verb)***

two branches of government ***(Specific Content)***

by using social studies book pp. 234-237 and classroom notes ***(Acquisition of Content)***

to complete an “H” Diagram or Venn Diagram. ***(Product or Assessment)***

* “Thinking Verb” = Bloom’s Taxonomy – Identify a level of thinking as a goal for the student. Processing is thinking – within this section, you are deciding how you want the students to think about the content. SEE BLOOM’S TAXONOMY – pp. \_\_ - \_\_\_
* “Specific Content” = Specific content to be learned in this lesson and at this tier. Some students will need broad themes while other students will need specific concepts to learn. SEE YOUR CURRICULUM GUIDE
* “Acquisition of Content” = How the students are acquiring the content (lecture, book, video, etc.). Some students might use the internet for acquiring the information while others will just use their class notes. SEE THIS PACKET IN SPECIFIC SECTION
* “Product” = How the learning is displayed (paragraph, quiz, graphic organizer, presentation, etc.). Identify appropriate assessments for each tier (products, presentations, journals, checklists, rubrics, self-reflections, tests, etc.). Students should clearly understand what is expected of them and how they will be evaluated. SEE PRODUCT PAGE and LIST OF FORMATIVE ASSESSMENTS

1. **Differentiation for Students**

* Which students will need additional support?
* How will I change the content, processing or product so that all students will be successful?
* What do I know about certain students that will help me meet their needs better?
* What strategies will I need for some students?
* Will I use learning centers, contracts, inquiry, research or independent studies?
* How can I prepare reading materials for students so they can read at the independent level and comprehend the text?
* How will I group students so that I can maximize learning for each student?

1. **Acquiring Knowledge**

* Teach key words, concepts, models, formulas and strategies.
* Model, explain, similes and metaphors, provide concrete examples, provide guided practice and checking for understanding
* How will the content be acquired: students teaching students (jigsaw), Mini-Lesson from teacher, guest speaker, internet (WebQuest), video, small group experiences, demonstration, small groups exploring content together, textbook, real literature, newspapers and journals, and so many others.
* KEY: Use a variety of ways!

1. **Engaging Students**

* List 3 different Memory Lane strategies within each daily lesson plan. SEE MEMORY LANE CHEAT SHEET