**Halifax County Schools: District Lesson Plan**

**Lesson Planning Resource Link: wiki-teacher.com NC Teaching Standard #1:** Use data to organize, plan, and set goals to meet the needs of all students **NC Teaching Standard #2:** Teacher encourages an environment that is inviting, respectful, supportive, inclusive, and flexible. Teacher recognizes the influences on a child’s development, personality & performance.

**NC Teaching Standard #3:** Teacher investigates the content standards. Teacher develops and applies strategies to make the curriculum rigorous & relevant for all students; relates content to other disciplines.

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| **Teacher** |  | **Grade** |  | **Time Slots** |  |  **School** |  |
| **Subject** |  | **Years of Experience** | **BT: 1 2 3 Veteran: MCL: HEC:**  | **Dates: 2 wks.** |  |
| **Standard** | Copy and paste base standard in the space below. **Unpack** *skills & concepts* students *need to know and be able to do.* You may also list the **“I can”** statement directly under the stated standard. |
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| **Performance (P)** | Copy and paste **Performance** **(P)** standards below. Performance standards are supporting standards that students will perform daily as they practice a base standard. **Performance (P)** standards are to be posted as anchor charts.  |
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| **Academic Concepts** (nouns/noun phrases)(What students Must Know) | **Academic Skills** (reasoning verbs)(What Students Must be able to Do) | **Context** (Practiced in what textual framework or structure?) |
|  |  |  |
| **Academic Vocabulary (Tier 1, Tier 2, Tier 3)** |  **Essential Teaching Points (**List full lesson sequence for each Lesson Chunk; Daily instructional chunks will need to be posted on board.) |
|  **Tier 1 Words** |  **Tier 2 Words**1.
 |  **Tier 3 Words** | **Standard:** **1st Lesson Chunk:** **I Do: (Teacher)****Success Strategy:** **Connect Activity: ­­****Vocabulary/Word Meaning Fluency** **Comprehension Dialogue** (access background knowledge, elaborate the content through a meaningful lens) **Explain & model****We Do (Teacher & Student)****Guided Practice**  |
| **Student Engagement**After whole group guided practice, teachers are to engage students in small group: * Differentiated Instruction/tasks;
* Use supplemental materials
* Instructional technology
* Kinesthetic movement

**Note:** To the right, you will see 3 achievement levels in which you will need to plan accordingly.This time is data-driven, which means students may be instructed on the skills that they need as well as given opportunities to practice at level skills. | **Below Level** (Data-driven) (1’s/2’s | **At-Level** (Data-driven) 3’s | **Above Level** (Data-driven) 4’s/5’s |
|  **We Do (Teacher & Student)****Guided Practice** **Collaborative Practice****You Do (Student)****Independent Work** | **We Do (Teacher & Student)****Guided Practice** **Collaborative Practice****You Do (Student)****Independent Work** | **We Do (Teacher & Student)****Guided Practice** **Collaborative Practice****You Do (Student)****Independent Work** |
| **Academic Vocabulary (Tier 1, Tier 2, Tier 3)** |  **Essential Teaching Points (**List full lesson sequence for each Lesson Chunk; Daily instructional chunks will need to be posted on board.) |
|  **Tier 1 Words****1.** |  **Tier 2 Words**1. |  **Tier 3 Words** | **Standard:** **2nd Lesson Chunk:** **I Do: (Teacher)****Connect Activity:****Success Strategy:** **Vocabulary/Word Meaning Fluency** **Comprehension Dialogue****Explain & model****We Do (Teacher & Student)****Guided Practice**  |
| **Student Engagement**(Differentiated Instruction/tasks; Use of supplemental technology; Kinesthetic; small group materials) | **Below Level** (Data-driven) (1’s/2’s | **At-Level** (Data-driven) 3’s | **Above Level** (Data-driven) 4’s/5’s |
|  **We Do (Teacher & Student)****Guided Practice** **Collaborative Practice****You Do (Student)****Independent Work** | **We Do (Teacher & Student)****Guided Practice** **Collaborative Practice****You Do (Student)****Independent Work** | **We Do (Teacher & Student)****Guided Practice** **Collaborative Practice****You Do (Student)****Independent Work** |
| **Academic Vocabulary (Tier 1, Tier 2, Tier 3)** |  **Essential Teaching Points (**List full lesson sequence for each Lesson Chunk; Daily instructional chunks will need to be posted on board). |
|  **Tier 1 Words** |  **Tier 2 Words** |  **Tier 3 Words** | **Standard:** **3rd Lesson Chunk:** **I Do: (Teacher)****Connect Activity:****Success Strategy:** **Vocabulary/Word Meaning Fluency** **Comprehension Dialogue****Explain & model****We Do (Teacher & Student)****Guided Practice**  |
| **Student Engagement**(Differentiated Instruction/tasks; Use of supplemental technology; Kinesthetic; small group materials) | **Below Level** (Data-driven) (1’s/2’s | **At-Level** (Data-driven) 3’s | **Above Level** (Data-driven) 4’s/5’s |
|  **We Do (Teacher & Student)****Guided Practice** **Collaborative Practice****You Do (Student)****Independent Work** | **We Do (Teacher & Student)****Guided Practice** **Collaborative Practice****You Do (Student)****Independent Work** | **We Do (Teacher & Student)****Guided Practice** **Collaborative Practice****You Do (Student)****Independent Work** |
| **Anchor Charts for:** (What concepts/skills or algorithms) |  |
| **Instructional Materials** (whole group) |  |
| **Exceptional Children (EC)** (IEP/AIG Accommodations) |  |
| **Other (Additional Notes)** (Examples: Essential Questions; Content Integration; Theme |  |
| **Assessment Blueprint** |  |
| **“Building Capacity Feedback“** **Feedback Facilitated by** (√)**:** Principal \_\_\_\_\_ Coach \_\_\_\_\_\_ Peer \_\_\_\_\_\_ C&I\_\_\_\_\_\_ Other \_\_\_\_\_\_ **Date of Review:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Guiding Question:** Are the selected elements of NC Prof. Teaching Standards listed above as #1, #2 & #3 obviously stated in this lesson plan design? Place a check mark beside observed evidence in the lesson plan and fill in the following blanks accordingly: **Yes, fully evidenced #\_\_\_\_\_; Vaguely evidenced** #**\_\_\_\_\_\_; Inadequate evidence** # **\_\_\_\_\_\_\_** Teaching Points are logically sequenced for instruction: **Adequate \_\_\_\_\_\_\_ Inadequate \_\_\_\_\_\_\_** *(Comments may also be written on back of lesson plan.)* |