**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** | | **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.)* | | | | | | | | | | | | | | | | | |