



Lesson Plan Info:

Title:
Created By:
Date Created:
Grade:
Subject:
Topic of Lesson:
Type of Lesson Plan: Indirect Instruction with Cooperative Learning Component
Class Submitted For: ED 301: Frameworks
Instructor:

Standards

Content Area:
Standard #:
Benchmark/Grade Level Expectancy:

Overview

**Note: All text in RED is provided to help guide you in writing your lesson plan. It should be DELETED (including this note) when you turn it in.*

Objective: *(Remember, this is a ONE SENTENCE statement that includes the learning outcome, the conditions or materials, and the criterion level of how the learning outcome will be measured. Your objective MUST ALIGN with the benchmark and standard above. YOUR ASSESSMENT OF THIS LESSON MUST INCLUDE A RUBRIC)*

Assessment Plan: *(This is a 3-4 sentence expanded explanation of the criterion level in your objective that describes in detail how you will assess that the students really understood what you set out to teach them).*

Learning Context: *(Provide a small paragraph description of the background information in terms of how this lesson fits into the scope and sequence of the curriculum. What have the students learned prior to this lesson? Is this lesson one of a sequence in a larger unit? If so what came before it and what will this lesson prepare them to do next?)*

Time Allotment: *(How long are you planning for this lesson? Does it extend more than one class period?)*

Instructional Materials: *(List, numbered or bulleted ALL of the materials necessary for you AND the students to engage in this lesson effectively)*

Teacher Materials:

Student Materials:

Differentiation of Instruction: *(How will you provide opportunities for all learners to be successful throughout the lesson? Think about how you can design your lesson to meet the needs of all learning modalities—auditory, visual, kinesthetic—as well as what you can do to incorporate the 9 different multiple intelligences. Also, what might you do to meet the needs of ESL children, learning disabled children, etc.—you may want to consult your cooperating teacher for ideas)*

BRAINSTORMING of Indirect Instruction Essential Components *(Turn this section in with 1st Draft Only)*

Opening: *(How are you going to CREATIVELY 1) gain students' attention, 2) get students to recall related prior knowledge or experience and 3) inform them of the learning objective?)*

Click here in the box. Highlight the text and begin typing.

Teacher as Facilitator-Scaffold Learning Opportunities:

(Remember, you are GUIDING the students to construct the knowledge. What scaffolded learning opportunities will you create that will support students in constructing the new knowledge? You can imbed any combination of the following strategies within the learning opportunity(s): use of questions; graphic organizers, inductive learning using examples and non-examples or deductive learning to help kids form generalizations)

Click here in the box. Highlight the text and begin typing.

Assessment: *(This is where you carry out your assessment plan for the lesson. You will need to include a rubric as well.)*

Click here in the box. Highlight the text and begin typing.

Students Constructing the Knowledge: *(What is the "big idea" or new concept you want students to construct or build for themselves during this lesson? How could you establish it as a problem to be solved or real-world scenario at the beginning of the lesson?)*

Click here in the box. Highlight the text and begin typing.

Checking For Understanding: *(What specific prompts and questions will you use to check for student understanding? This should be embedded throughout the lesson.)*

Click here in the box. Highlight the text and begin typing.

Closure: *(How will you wrap-up the lesson and give students an opportunity for reflecting about the content or process of their learning?)*

Click here in the box. Highlight the text and begin typing.

Sequence of Procedures (This is where the teaching begins)

*(Complete the procedures section based on the brainstorming of the essential components done above. This should be written as INCREDIBLY DETAILED STEPS from the lesson opening to the lesson closure that describes what both the teacher and students do. It should be detailed enough that any person could carry it out exactly as you intended it to be taught. This will be the **longest portion of the lesson**)*

Opening

Gaining Attention:
Recall Prior Knowledge:
Stating Purpose (Objective) of Lesson:

Body

Scaffolding Learning Opportunity 1 [etc.]:

Student Task 1 [etc.]:

Checks for Understanding:

Assessment

Formal or Informal

Closure

Students Engaging in Closure

Reteaching Activities:

(If some students do not grasp the new learning in this one lesson, how will you go back and approach the lesson in a slightly different way the next day to provide the students another opportunity to learn it?)

Extension Activities:

(What additional activities could you plan that would allow students to extend their learning of this new concept? This could be for students who finish early or for students who already know the basic material you are teaching and need to be challenged. It must relate closely to the concepts you are teaching.)

Rubric:

(Attach a copy of the rubric used to assess student work. You will use the rubric to grade the student work)

Sample Student Products:

*(After you teach your lesson, you will want to collect one or **TWO SAMPLES** of student work from the lesson for your portfolio & GRADE it with your Rubric. Make sure it is from students whom you've received a permission slip from.)*

Teaching Materials:

(You must include ALL PAPER MATERIALS used to teach the lesson (clean copies). This includes any handouts given to students, blackline masters to make manipulatives, task/role sheets for cooperative

learning, etc. If any other person wanted to teach the lesson, they would have all the paper materials available to them.)

References:

(Please reference all sources [i.e., lesson plan books, teacher manuals, curriculum guides, your cooperating teacher, etc.] that you used in developing your lesson plan.)