

Lesson Plan Template

Date: _____

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| <p>Grade:</p> <p>Materials:</p> <p>Instructional Strategies:</p> <p><input type="checkbox"/> Direct instruction</p> <p><input type="checkbox"/> Guided practice</p> <p><input type="checkbox"/> Socratic Seminar</p> <p><input type="checkbox"/> Learning Centers</p> <p><input type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Other (list)</p> | <p>Subject:</p> <p>Technology Needed:</p> <p>Guided Practices and Concrete Application:</p> <p><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</p> <p><input type="checkbox"/> Visuals/Graphic organizers</p> <p><input type="checkbox"/> PBL</p> <p><input type="checkbox"/> Discussion/Debate</p> <p><input type="checkbox"/> Modeling</p> <p><input type="checkbox"/> Large group activity</p> <p><input type="checkbox"/> Independent activity</p> <p><input type="checkbox"/> Pairing/collaboration</p> <p><input type="checkbox"/> Simulations/Scenarios</p> <p><input type="checkbox"/> Other (list)</p> <p>Explain:</p> |
| <p>Standard</p> <p>3.F.10 Determine the meaning of multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, homographs).</p> <p>Objective</p> <p>At the end of the unit, students will be able demonstrate their understanding by writing two paragraphs, the second the same as the first, except it will contain synonyms and antonyms.</p> <p>Bloom's Taxonomy Cognitive Level: apply (demonstrate)</p> | <p>Universal Design for Learning</p> <p>Below Proficiency:</p> <p>Above Proficiency:</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: • Auditory: • Kinesthetic: • Tactile: |
| <p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> | |
| <p>Minutes</p> <p>Procedures</p> | |
| | Set-up/Prep before lesson: |
| 2 min. | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Discussion about similar and opposite words (synonyms and antonyms). |
| 10 min. | Explain: (teacher-led) I will go over synonyms and antonyms, writing them on the board, pointing them out in stories, and asking students for synonyms and antonyms of words on a previously established list. |
| 10 min. | Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences) Students will first be given a worksheet with words that they will have to write synonyms and antonyms for; the first couple will be done together. By the third one, students will have the option either to continue with help from the teacher, or sit in the back and work on their own. After the third one, students will be able to work together without teacher assistance. Students will be shown how to use a thesaurus on the last few. |
| 5 min. | Closure (wrap up and transition to next activity): Students will talk about their answers with each other, comparing their lists. |
| <p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (document of student learning, data collection) | |
| <p>Summative Assessment (linked back to standard, END of learning)</p> | |

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Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):