

Education Specialist : Mild/Moderate Disabilities
Long Lesson Plan Format
CSUCI

Designer:

Date of Lesson:

Grade/Level:

Time Frame Subject(s):

Topic(s):

Planning and Preparation to Teach

Purpose of Lesson: Why are you teaching this lesson? How will the skills be useful to the students? How does this lesson relate to overall unit?

Standards Addressed: Grade level standards you are addressing. Backwards mapped standards that match ability level if lower than grade level

Learning Objective(s): What should all learners be able to do as a result of this lesson? Use the phrase, the student will be able to (TSWBAT). The objective should reflect the skills, concepts or content the student will learn. The objective should be measurable.

Assessment of Objective(s): How will you measure the students learning of the objective? What kind of record will you have of the student learning? State if the assessment is diagnostic, formative or summative and if it is informal or formal

Materials Required: Items not normally accessible in your teaching setting

Classroom Organization: How will students be organized? Small group, whole group, independent work etc.. why?

Sources Cited: Cite any source you used to help develop this lesson, research articles, curriculum materials, people

Individualized Instruction
(Must be completed for each student in group)

Student Name:

Individual Objective: What is this student's objective for the lesson? If the same as overall learning objective state this.

IEP Goal/Objective: What IEP goal is being addressed in this lesson?

Adaptations or Modifications: List any adaptations or modifications being used for this student, label as adaptation or modification

Behavioral Support: Describe any behavioral supports you provided for this student, include seating, behavior plans, instructional adaptations to account for behavior

Instructional Sequence

Introduction/ Anticipatory Set: The 'hook', to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. The anticipatory set should: put students into a receptive frame of mind, focus student attention on the lesson, create an organizing framework for the ideas, principles, or information that is to follow.

Input: The teacher provides the information needed for students to gain the knowledge or skill. (This may be through lecture, film, tape, video, pictures, etc.)

Modeling: Once the material has been presented, the teacher demonstrates expectations through modeling the activity.

Check for Understanding: Determination of whether students have "got it" before proceeding. It is essential that students practice *doing it right* so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be retaught before practice begins

Guided Practice: An opportunity for each students to demonstrate new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.

Closure: Actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught.

Independent Practice: Time to provide for reinforcement practice. Provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. Assures generalization of the skills learned?

Self Assessment/ Reflection on Lesson: After lesson has been taught spend a few minutes reflecting on success of lesson, what would you do differently, what are your next instructional steps

Planning Instruction for English Language Learners

Key Concepts: What are the key concepts the lesson is teaching?

Key Vocabulary: What are the key vocabulary necessary for understanding or completing the lesson?

Supplementary Materials and Activities: What supplementary materials and activities will be used to increase production of spoken English and comprehensible input?

SDAIE Methods: What SDAIE methods have you chosen to be used in teaching this lesson?

Pre-teaching/Pre-reading: Identify the areas for pre-teaching and pre-reading for this lesson to be successful.

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Supplementary Materials and Activities:

SDAIE Methods: