

Daily Lesson Plan

Lesson Title _____

Date _____

Lesson Goals/ Objectives

1. **Enduring Understanding(s)** (From your unit plan)
2. **Daily goal/objective** (What do you want them to learn and be able to do after today's class)
3. **Assessment Used** (What will you use to know if your students learned today?)
4. **Materials needed** (What materials do you need for today's activities? What do your students need to bring to class?)
5. **Modifications needed** (Which of you students will need special help or modifications for today with their learning styles or issues?)
6. **Standards** (What standards are you addressing today with this lesson?)
List the State of Indiana Academic Standards and/or standards for the discipline (science, math, English, etc.) that this lesson will meet. (These may be the same as the enduring questions; in any event, you will want to make certain that the unit meets state standards. You may also include enduring questions above that go beyond the standards or that are necessary to understanding the standards.) These may be the same as the enduring questions; in any event, you will want to make certain that the unit meets state standards. You may also include enduring questions above that go beyond the standards or that are necessary to understanding the standards.

7. **Breakdown of Class time and Description of Activities**

Opening – (How are you going to hook your students for today's class? How will you connect what you did yesterday with them today? What other things do you need to mention to them as a class? Announcements?)

Activities (The description and flow of the class. Include activities, strategies, what you are going to do, say, transitions, etc.)

Closing (How will you end the class? What do you want them to leave with in terms of thoughts, ideas, connections?)

Reflection (How did the class go today? What would you do differently? What would you do again? Adjustments needed for tomorrow?)

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Lesson Daily Objective – Review of Act I – help create a summary to use as a study guide and learn a summary of *Romeo and Juliet*

Enduring understanding(s) – What is the difference between love and puppy love?

Assessment Used – Group questions, final product

Materials needed – Their books, paper/pencil, divided groups

Modifications needed – Make sure Susie is grouped with another person who can write for her.

Standards – 9.2.4, 9.2.7, 9.3.6, 9.3.3, 9.3.4

Breakdown of class time/descriptions of activities

Opening

9:00 – 9:05 Writing a question connected to enduring understanding(s) on board: “What is the difference between love and puppy love?” – (Ask about the sectionals last night – Ask how the choir concert was - Take attendance – hand back papers) Provide a transition, explaining how today’s lesson connects to yesterday’s lesson and to the unit as a whole.

9:05 – 9:30 Break class into groups of 3 (Pre-select each group.)
Divide Act 1 into 3 sections, hand each group the divisions
Review/discuss what makes a good summary (ask questions, write answers on board)
Each person in the group will spend 10 minutes writing a summary of their section.
Then, each group will read their Act 1 summary and critique their overall summary.

Transition

9:30 – 9:40 **Explain transition from previous section.** Break into sections, read each section and combine or select the best one.

Transition

9:40 – 9:45 **Explain transition.** Read each selected section out loud. Have them hand in the best one and let them know I will copy and hand back to them tomorrow to use as a study guide.

Closing

9:50 – 9:53 **Closing thoughts.** If you were to summarize this Act in one sentence, what would it be? (Take down your thoughts. Remind them to bring their book tomorrow—as well as their thoughts.)

Reflection

After teaching a lesson plan, write on it, what went well? not well? Why? What would I change if I were teaching this lesson again? Were my students players or spectators? How good were my hook questions? How much do I need to change it? Are my students developing habits of mind? Which ones and how well? (This sort of reflection helps to fill INTASC principles. We all know that the best teachers are reflective, and we want to learn how you are reflective.) Type your reflection on the lesson plan itself.

A good lesson plan has an introduction reminding about enduring understandings and about connection to the previous class/lesson or the important to know and do, effective transitions from one part of class to another, and a closure that once again states enduring understandings, important to know and do, and preparation for the next class and the continuation of the unit.