

## Hattiesburg Public Schools Lesson Plan Template

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| <b>Teacher Name, Subject, Grade Level:</b>   | <b>Lesson Plan for the Week of:</b>   |
| <b>CCR Standards/ Objectives:</b>  |   |
| List the MDE CCR Standards-the number, the words, and the I Can Statements.  |   |
| <b>Standards for Mathematical Practice (<i>Math Only</i>)</b>  |   |
| <b>*Move to Learn Activity (<i>if applicable</i>)</b>  | <b>List description of lesson integrated physical activity.</b><br><i>Resources for MOVE TO LEARN videos:</i><br><a href="http://www.movetolearnms.org/">http://www.movetolearnms.org/</a> and <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a>  |
| <b>Essential Questions</b>   | <b>Data</b>   |
| <p><b>List Essential Questions:</b> Essential Questions are deep, fundamental and often not easy-to-answer questions used to guide students' learning. Essential Questions stimulate thought, provoke inquiry, and transform instructional inquiry as a whole. Essential Questions often begin with, "Why," "How" or "To What Extent" but may sometimes begin with other question stems. Essential Questions may spur inquiry into abstract thought or may guide students to relate their learning to the real world.</p> <p><b>Resources for Essential Questions:</b><br/><a href="https://drive.google.com/drive/folders/1G-S8LIONbNmLIUxHtw_APmt4QfCKwoue?usp=sharing">https://drive.google.com/drive/folders/1G-S8LIONbNmLIUxHtw_APmt4QfCKwoue?usp=sharing</a></p> <p><b>Also, intentionally and purposefully plan Higher Order Thinking Questions for the Lesson:</b><br/><i>Resources for higher order thinking questions (examples, creation tools, Q-chart, questioning engagement, etc.):</i><br/><a href="https://drive.google.com/drive/folders/0BxfWTO9OEKMrVWRtZVJyX1pVNGc?usp=sharing">https://drive.google.com/drive/folders/0BxfWTO9OEKMrVWRtZVJyX1pVNGc?usp=sharing</a></p> | <p><b>Include any applicable student and/or class data. List quantitative data (<i>numbers/percentages</i>) and provide a brief explanation of data in words.</b></p> <p><i>What does this data mean or indicate? How will the data drive the planning for this week? How will you use this data set for instructional purposes this week?</i></p>  |
| <b>Academic Vocabulary</b>   | <b>Writing</b>  |
| <p><b>List the Academic Terms for course standards, objectives, scaffolding documents, content specific words-Tier 2 (<i>high frequency words</i>) and Tier 3 (<i>content specific words</i>).</b><br/><i>Plan for explicit vocabulary instruction. Suggestions: Frayer models, Interactive Word Walls, Vocabulary review games-Kahoot, etc.</i><br/><i>Resources:</i><a href="https://drive.google.com/drive/folders/0BxfWTO9OEKMrWTVxbGgyU05Hams?usp=sharing">https://drive.google.com/drive/folders/0BxfWTO9OEKMrWTVxbGgyU05Hams?usp=sharing</a></p>  | <p><b>How and what will students write in this course during this week?</b><br/><i>Resources: R.A.C.E.S. Writing Strategy:</i><br/><a href="https://drive.google.com/file/d/1T3rqGIoWn7-eEd04DFHAOf3gtZ78HILo/view?usp=sharing">https://drive.google.com/file/d/1T3rqGIoWn7-eEd04DFHAOf3gtZ78HILo/view?usp=sharing</a><br/><i>MDE Writing Rubric:</i><br/><a href="https://drive.google.com/file/d/1-hzS2MDeGDX_HVsACfXBfRJ84M8ZQeqx/view?usp=sharing">https://drive.google.com/file/d/1-hzS2MDeGDX_HVsACfXBfRJ84M8ZQeqx/view?usp=sharing</a></p> |

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| <p><b>Virtual Learning Students</b></p>   | <p><i>Students participating in virtual learning are actively engaged in synchronous learning mode of instruction with similar and/or equal instructional delivery, methods, strategies, platforms, and resources as students participating in in-person learning.</i></p>   |
| <p><b>Monday Lesson Introduction (Anticipatory Set)</b></p> <p><b>Include your bell ringer items</b>-MAAP, SATP, ACT test prep items to review and reinforce standards. Include your <b>hook</b>, engaging demonstrations, lesson purpose, real world connections, or questions to elicit student interest in the day's lesson.</p>   | <p><b>Monday Lesson Closure</b></p> <p><b>Provide lesson closure to summarize the lesson instruction and check understanding.</b></p> <p><i>Exit Tickets- MAAP or SATP test prep items or lesson summarizing questions/writing responses to check understanding standards.</i></p> <p><i>Resources:</i><br/> <a href="https://drive.google.com/drive/folders/1uWJ8BQaQDNftPEqHlvuX_vzeAlieovFG?usp=sharing">https://drive.google.com/drive/folders/1uWJ8BQaQDNftPEqHlvuX_vzeAlieovFG?usp=sharing</a></p> |
| <p><b>Monday Lesson Activities (Daily Description of the Lesson Outline)</b></p>  |  |
| <p><b>Provide a daily outline of lessons, list resources (Ready/i-Ready lessons, content materials, strategies, and additional personnel support), and address all lesson line components.</b></p> <p><i>Lesson Line Components:</i></p> <ol style="list-style-type: none"> <li><i>The teacher will ...Modeling (I WILL-Direct, Explicit Instruction)</i></li> <li><i>The students and the teacher will...Guided Practice (WE WILL-Guided Practice, Partner, and Small Groups)</i></li> <li><i>The students will...Independent Practice (YOU WILL)</i></li> </ol> <p><b>The use of the following must be <b>labeled and highlighted</b>: 1) Chromebooks/Technology-SAMR Model, 2) Thinking Maps, 3) Marzano Strategies, &amp; 4) Inclusion/Co-Teacher Roles.</b></p> <p><i>RESOURCES: SAMR Technology Model <a href="https://drive.google.com/drive/folders/1j06k-MSYEox8nCr0e4mfhsLXtKW-CX1G?usp=sharing">https://drive.google.com/drive/folders/1j06k-MSYEox8nCr0e4mfhsLXtKW-CX1G?usp=sharing</a></i></p> <p><i>Marzano Strategies Resources <a href="https://drive.google.com/drive/folders/1KYRN8dsMMv-vgREWx852aA4zf8MpvUZx?usp=sharing">https://drive.google.com/drive/folders/1KYRN8dsMMv-vgREWx852aA4zf8MpvUZx?usp=sharing</a></i></p> <p><i>Thinking Maps Resources <a href="https://drive.google.com/open?id=0BxfWTO9OEKMraUhxREJNWmFmSk0">https://drive.google.com/open?id=0BxfWTO9OEKMraUhxREJNWmFmSk0</a></i></p> <p><i>Graphic Organizers <a href="https://drive.google.com/open?id=0B0iE60E1AmkGwMzYelJUSiBtRjA">https://drive.google.com/open?id=0B0iE60E1AmkGwMzYelJUSiBtRjA</a></i></p> <p><i>Inclusion /Co-Teacher Roles Resources <a href="https://drive.google.com/open?id=0BxfWTO9OEKMrU3RYUzluSWZvNUk">https://drive.google.com/open?id=0BxfWTO9OEKMrU3RYUzluSWZvNUk</a></i></p> <p><i>HPSD Inclusion Roles Sheet: <a href="https://drive.google.com/open?id=1xb9vLhjVdvpqBcXzyHW2Su4H22QoR4YYIFT-EDSnvF8">https://drive.google.com/open?id=1xb9vLhjVdvpqBcXzyHW2Su4H22QoR4YYIFT-EDSnvF8</a></i></p> <p><i>Ready Suggested Classroom Model:</i><br/> <a href="https://docs.google.com/document/d/1baNY_JOZ6wnPOjD6-o3Xjxkv7OPEDrCYsTnmdijZhlO/edit?usp=sharing">https://docs.google.com/document/d/1baNY_JOZ6wnPOjD6-o3Xjxkv7OPEDrCYsTnmdijZhlO/edit?usp=sharing</a></p> |  |
| <p><b>Tuesday Lesson Introduction (Anticipatory Set)</b></p>  | <p><b>Tuesday Lesson Closure</b></p>   |
| <p><b>Tuesday Lesson Activities</b></p>   |  |

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| <b>Wednesday Lesson Introduction (<i>Anticipatory Set</i>)</b>   | <b>Wednesday Lesson Closure</b>  |
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| <b>Wednesday Lesson Activities</b>   |  |
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| <b>Thursday Lesson Introduction (<i>Anticipatory Set</i>)</b>  | <b>Thursday Lesson Closure</b>   |
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| <b>Thursday Lesson Activities</b>  |  |
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| <b>Friday Lesson Introduction (<i>Anticipatory Set</i>)</b>  | <b>Friday Lesson Closure</b>   |
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| <b>Friday Lesson Activities</b>  |  |
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| <b>IEP</b>   | <b>ELL</b>   |
| <p>Indicate the specific accommodations, modifications, and strategies that each student with an IEP will receive in for this lesson plan. Use student initials and class periods.</p> <p>Resources:<br/> <a href="https://drive.google.com/drive/folders/1MDD0-7PzIW8Ev21tVqqVBwL5jxzdgEdH?usp=sharing">https://drive.google.com/drive/folders/1MDD0-7PzIW8Ev21tVqqVBwL5jxzdgEdH?usp=sharing</a></p>  | <p>Indicate the specific accommodations and strategies that each ELL student will receive for this lesson plan. Use student initials and class periods.</p> <p>Resources:<br/> <a href="https://drive.google.com/open?id=1BUQhzWHiQm81_IKy_DekB0dT7-L1Hoo0">https://drive.google.com/open?id=1BUQhzWHiQm81_IKy_DekB0dT7-L1Hoo0</a></p>   |
| <b>Assessments (<i>Formative and Summative</i>)</b>  |  |
| <ol style="list-style-type: none"> <li>1. Indicate which strategy (<i>ies</i>) you will use to formatively assess student learning (<i>i.e., graphic organizers, questioning, various checks on learning for immediate student feedback</i>). Resources <a href="https://drive.google.com/open?id=1mCDlySD4bfkE9VNzQHB29uyh_vouWrYW">https://drive.google.com/open?id=1mCDlySD4bfkE9VNzQHB29uyh_vouWrYW</a></li> <li>2. Indicate which strategy (<i>ies</i>) you will use to summatively assess student learning (<i>i.e., Standards Mastery, Common Assessments, Unit Tests, etc</i>).</li> </ol> |  |
| <b>Enrichment</b>  | <b>Intervention &amp; Remediation</b>  |
| <p>Indicate which strategy(<i>ies</i>) you will use for those who <b><u>DO</u></b> “get it”. Resources for differentiating for All Learners, including advanced learners:<br/> <a href="https://drive.google.com/drive/folders/15MWAQ127RLHc5oDNjaSU8yiKUijycu-O?usp=sharing">https://drive.google.com/drive/folders/15MWAQ127RLHc5oDNjaSU8yiKUijycu-O?usp=sharing</a></p>   | <p>Indicate which strategy(<i>ies</i>) you will use for those who <b><u>DO NOT</u></b> “get it” for each standard in included in this lesson plan.<br/> Resource for Interventions Strategies:<br/> <a href="https://drive.google.com/open?id=1p4yZp7vzNkOYi5E274r93Ofc_sSqX5qe">https://drive.google.com/open?id=1p4yZp7vzNkOYi5E274r93Ofc_sSqX5qe</a></p> <p>Also, indicate intentional plan/strategies for the Bottom 25% (<i>LPS</i>).<br/> Resource: Reminder Sheet-Target Bottom 25%</p> |

<https://docs.google.com/document/d/1E5OkVfbXTtwbz84PIYic6HT6gdAriPZ-UGTvVTmWDa4/edit?usp=sharing>

**Across the Curriculum Connections**

**Indicate the across curriculum/content and real world connections for your lesson standards, topics, or activities (*Reading, Writing, and Critical Thinking*).**