

Teacher: _____ Subject: _____ Week of: _____

Lesson Plan Elements	Monday	Tuesday	Wednesday	Thursday	Friday
Standards & Lesson Objectives					
Anticipatory Set or Do Now/Essential Questions					
Procedures/Tasks or Assessments					
DOL/Homework					
Intervention <i>(if applicable)</i>					

<p>Modifications/Accommodations (504, Sped, ELL- If Applicable) Differentiated Instruction (General Education) <i>*Information attained from ESY-IEP</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Allow extra time for written response. <input type="checkbox"/> Group size <input type="checkbox"/> Provide fundamental grade level texts as alternative reading material in subject areas. <input type="checkbox"/> Repeat directions quietly, have the student repeat and explain directions <input type="checkbox"/> Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions) <input type="checkbox"/> Ask student to repeat and explain instructions. <input type="checkbox"/> Tape record directions/assignments. <input type="checkbox"/> Allow time to verbalize and/or respond to class objectives. <input type="checkbox"/> Encourage student to verbalize steps needed to complete assignment/task. <input type="checkbox"/> Recognize and give credit for oral participation <input type="checkbox"/> Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time. <input type="checkbox"/> Provide extra assignment time <input type="checkbox"/> Tape Record lectures. <input type="checkbox"/> Use of Counting Chips <input type="checkbox"/> Have student write instructions. <input type="checkbox"/> Mark acceptable work, not mistakes <input type="checkbox"/> Use alerting cues. <input type="checkbox"/> Utilization of peer tutor <input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol. <input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else <input type="checkbox"/> Provide notetaking assistance. <input type="checkbox"/> Provide large print materials. <input type="checkbox"/> Provide highlighted materials for emphasis. <input type="checkbox"/> Use highlighted or underlined reading materials. 	<ul style="list-style-type: none"> <input type="checkbox"/> Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success. <input type="checkbox"/> Use of calculator <input type="checkbox"/> Provide study carrel for independent work. <input type="checkbox"/> Give the student a list to steps necessary for the problems he/she is attempting to solve. <input type="checkbox"/> Provide visual aids (pictures, flash cards, etc.). <input type="checkbox"/> Explain directions in detail as needed. <input type="checkbox"/> Provide assignment notebooks. <input type="checkbox"/> Allow minimal auditory distractions. <input type="checkbox"/> Provide cooperative learning. <input type="checkbox"/> Give exams of reduced length. <input type="checkbox"/> Provide frequent feedback. <input type="checkbox"/> Provide hands-on learning activities. <input type="checkbox"/> Provide instructional aids. <input type="checkbox"/> Provide immediate feedback. <input type="checkbox"/> Provide auditory aids (cues, tapes, etc.). <input type="checkbox"/> Use a variety of questioning techniques. <input type="checkbox"/> Provide short instructions (1 or 2 steps). <input type="checkbox"/> Develop a daily/weekly journal. <input type="checkbox"/> Allow peer to read materials. <input type="checkbox"/> Provide study aids/manipulatives. <input type="checkbox"/> Provide altered format of materials. <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other: 	
<p>Weekly Career Ready Practice Standards/Skills (Check off which will be covered)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> CRP1- Citizenship <input type="checkbox"/> CRP2- Tech. skills <input type="checkbox"/> CRP3- Health and Financial Well-being <input type="checkbox"/> CRP4- Clear Communication 	<ul style="list-style-type: none"> <input type="checkbox"/> CRP5- Impacts of Decisions <input type="checkbox"/> CRP6- Creativity/Innovation <input type="checkbox"/> CRP7- Research Strategies <input type="checkbox"/> CRP8- Critical Thinking 	<ul style="list-style-type: none"> <input type="checkbox"/> CRP9- Effective Management <input type="checkbox"/> CRP10- Career Path <input type="checkbox"/> CRP11- Technology Integration <input type="checkbox"/> CRP12- Global Competence

Reviewed By: Principal Vice Principal Supervisor

Signature: _____ Date: _____

Feedback: _____
