



ECO: Entry Eight



Planning Instruction and Designing Learning Experiences for All Students

Lesson Plan Guide

Teacher's Name: _____

Lesson Objective(s): The students will _____

The lesson objective(s) lead toward the acquisition of what standard(s)? _____

How will you communicate the lesson objective(s) to the students? _____

Anticipatory Set

How will you draw on students' backgrounds, interests, and previous learning experiences to purposefully engage them? _____

Instruction

How will you “chunk” the learning to accommodate the developmental learning needs or skill levels of your students? (Students of high, medium, low abilities; ELL; Special Education students; etc.)

How will you sequence your instruction to enhance student learning and what materials will you use? Will you use visuals? Examples?

Sequence of Instruction	Materials used

Place an asterisk (*) by those steps during which you will check for student understanding.

What methods will you use to check for understanding?



Guided Practice

How can you include guided practice for your students so that you can observe and assist with their initial efforts?

In reviewing the lesson so far, do you suspect your students might struggle with a portion of the plan because it is particularly difficult or because students have traditionally had difficulty? yes no If yes, what portion is that?

If yes, and if students do struggle, how will you adjust your plans to provide opportunity to assist, reteach, or remediate? (Again, thinking of students of high, medium, low abilities; ELL; Special Education students; etc.)

Closure

How will you assess your students to know if they have met your learning objective(s)?

Independent Practice

Will you assign a follow-up activity or homework to provide an opportunity for students to do independent practice? yes no If yes, how will you design the activity or homework to ensure that your students can and will complete the independent practice? Will you utilize parents, peer groups, class time, etc?
