|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **DCSD Instructional Planning Instrument** |  |  |  |  |  |  |
|  |  |  |  | **Focus on Teaching and Learning** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **[insert school name]** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Weekly Components** |  |  |  |  |  |  |  |  |
|  | **Teacher:** |  |  | Week of: | Unit Implementation Week: |  |  |
|  |  |  |  |
|  | **Co-Teacher/Para:** |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  | **Course:** |  |  |  |  |  |  |  | **Unit Name:** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Priority Standards:** |  |  |  |
|  | **(content specific)** |  |  |
|  | **Supporting Standards:** |  |  |  |
|  | **(content specific)** |  |  |
|  | **Non-Content Standards:** |  |  |  |  |
|  | **(WIDA, interdisciplinary** |  |  |  |
|  | **standards, literacy, etc.)** |  |  |  |
|  | **Learning Targets:** |  |  |  |
|  | **(what learners will be able to** |  |  |
|  |  |  |
|  | **do at the end of the learning** |  |  |
|  |  |  |
|  | **activity)** |  |  |
|  | **Essential Question(s):** |  |  |  |  |
|  | **(address philosophical** |  |  |  |
|  | **foundations; contain** |  |  |  |
|  | **multiple answers; provoke** |  |  |  |
|  | **inquiry)** |  |  |  |
|  | **Big Idea(s):** |  |  |  |
|  | **(main ideas, foundational** |  |  |
|  | **understandings, conclusions,** |  |  |
|  | **or generalizations)** |  |  |
|  |  |  |  |  |  |
|  | **Academic Vocabulary:** |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  | **STEM/STEAM/** |  |  |  |
|  | **Interdisciplinary** |  |  |
|  |  |  |
|  | **Integration:** |  |  |
|  |  |  |
|  | **Engaging Performance** |  |  |  |
|  | **Scenario:** |  |  |
|  | ***In the areas below, place an “X” in the box(es) to indicate the selected strategies and resources.*** |  |  |
|  |  |  |  |  |  | Activate Prior |  | Questioning |  |  | Clarify Previous |  |  | Phenomenon |  |  |  |
|  |  |  |  | **OPENING: Engaging** |  | Knowledge |  | (Raises questions) |  |  | Lesson |  |  |  |  |  |  |
|  |  |  |  | **Instructional Activity** |  | Provide |  | Scaffold |  |  | Create Interest |  |  | Other: |  |  |  |
|  |  |  |  |  |  | Feedback |  | Instruction |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Facilitate |  | Academic |  |  | Cooperative |  |  | Other: |  |  |  |
|  |  |  |  |  |  | Learning |  | Discussions |  |  | Learning |  |  |  |  |  |  |
|  | **Research-Based** |  |  | **WORK PERIOD:** |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Demonstrate/ |  | Generating and |  |  | Independent |  |  | Other: |  |  |  |
|  | **Instructional Strategies:** |  |  | **Exploring, Explaining,** |  | Model |  | Testing |  |  | Learning |  |  |  |  |  |  |
|  | **(weekly strategies chosen to** |  |  | **Extending, and** |  |  |  | Hypotheses |  |  |  |  |  |  |  |  |  |  |
|  | **guide teaching and learning)** |  |  | **Elaborating** |  | Explain/Apply/Ex |  | High-Level |  |  | Interdisciplinar |  |  | Other: |  |  |  |
|  |  |  |  |  |  | tend concepts |  | Questioning |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | y Writing |  |  |  |  |  |  |
|  |  |  |  |  |  | and skills |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Summarize |  | Provide Alternate |  |  | Respond to EQs |  |  | Other: |  |  |  |
|  |  |  |  |  |  | Lesson |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Explanations |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **CLOSING: Evaluating** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Allow students |  | Quick Write |  |  | 3-2-1/K-W-L |  |  | Other: |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | to assess their |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | own learning |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | DCSD RCD Aligned Lesson Plan Template |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Components of this lesson plan may change according to the needs of the students. |  |  |  |  |  |  |  |  |

**DCSD Instructional Planning Instrument**

**Focus on Teaching and Learning**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **21st Century** |  | Teamwork and Collaboration |  | Innovation and Creativity |  | Accessing and Analyzing Information |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Learning Skills:** |  | Initiative and Leadership |  | Critical Thinking and |  | Effective oral and Written |  |  |
|  |  | **(weekly strategies chosen to** |  |  | Problem Solving |  | Communication |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  | **guide student engagement)** |  | Curiosity and Imagination |  | Flexibility and Adaptability |  | Other: |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **Intervention Strategies** |  |  |  |  |  |  |
|  |  |  | **Intervention Strategies** |  |  | **Specially Designed Instruction for** |  |  |  |  |  |  |  |  |  |
|  |  |  | **(Tiers 1, 2, 3)** |  |  |  |  |  |  | **Strategies for English Language Learners** |  |  |  |
|  |  |  |  |  | **Exceptional Education Students** |  |  |  |  |  |  |  |
|  |  |  | **Additional Support in Classroom** |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Re-Voicing |  |  | Conferencing |  |  |  |  |  |  |  |  |  |  | Visuals/Realia |  |  |  |
|  |  |  | Explaining |  |  | Additional time |  |  |  |  |  |  |  |  |  |  | Front-loading |  |  |  |
|  |  |  | Prompting for Participation |  |  | Small group collaboration |  |  | Echoing/Choral response |  |  |  |
|  |  |  | Challenging or countering |  |  | Modify quantity of work |  |  | Color-coding |  |  |  |
|  |  |  | Asking “Why?” “How” |  |  | Take student’s dictation |  |  | Multiple exposures in different media |  |  |  |
|  |  |  | Reread |  |  | Scaffold information |  |  | Pair-share |  |  |  |
|  |  |  | Practice new academic vocabulary |  |  | Differentiated |  |  |  |  |  |  |  |  |  |  | Modeling |  |  |  |
|  |  |  |  |  | content/process/product |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Assistive technology |  |  | Consistent reward system |  |  | Language scaffolds: eg, sentence frames |  |  |  |
|  |  |  | Pre-teach & re-teach in a different way |  |  | Refer to students’ IEP or 504 plan |  |  | Deconstruct complex sentences |  |  |  |
|  |  |  | Use of manipulatives |  |  | Assistive technology |  |  | Increase student-to-student talk |  |  |  |
|  |  |  | Collaborative work |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Strategies vocabulary instruction |  |  |  |
|  |  |  | Create differentiated text sets |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Additional think time |  |  |  |
|  |  |  |  |  |  | **Gifted – Extensions for Learning** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | **Tier 1** |  |  |  |  |  |  |
|  |  |  | Flexible-Learning Groups |  |  | Varied Pacing with Anchor Options |  |  | Varied Supplemental Materials |  |  |  |
|  |  |  | Choice of Books |  |  | Work Alone or Together |  |  | Computer Mentors |  |  |  |
|  |  |  | Homework Options |  |  | Flexible Seating |  |  | Think-Pair-Share |  |  |  |
|  |  |  | Use of Reading Buddies |  |  | Varied Scaffolding |  |  | Open-ended Activities |  |  |  |
|  |  |  | Various Journal Prompts |  |  | Varied Computer Programs |  |  | Explorations by Interest |  |  |  |
|  |  |  | Student/Teacher Goal Setting |  |  | Design-A-DAY |  |  |  |  |  |  |  |  |  |  | Options for Competition |  |  |  |
|  |  |  |  |  |  |  |  |  | **Tier 2** |  |  |  |  |  |  |
|  |  |  | Gifted Edu. Cluster Classes |  |  | Alternative Assessments |  |  |  | Community Mentorships |  |  |  |
|  |  |  | Gifted Edu. Collaboration Classes |  |  | Subject Advancement within class |  |  |  | Stations |  |  |  |
|  |  |  | Tiered Activities and Products |  |  | Curriculum Compacting |  |  |  | Group Investigations |  |  |  |
|  |  |  | Use of Literature Clubs |  |  | Tiered Centers |  |  |  |  |  |  |  |  |  |  | Assess Students in Multiple Ways |  |  |  |
|  |  |  | Multiple Testing Options |  |  | Spelling by Readiness |  |  |  | Student choice |  |  |  |
|  |  |  | Multiple Texts |  |  | Varying Organizers |  |  |  | Simulations |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | **Tier 3** |  |  |  |  |  |  |  |  |  |  |  |  |  | **Tier 4** |  |  |  |
|  |  |  | Advanced Content (all core content) |  |  |  |  |  | Above grade level accelerated (all core content) |  |  |  |
|  |  |  | Resource Classes |  |  |  |  |  | Advanced Placement Classes |  |  |  |
|  |  |  | Independent/Directed Study |  |  |  |  |  | International Baccalaureate Classes |  |  |  |
|  |  |  | Socratic Seminars |  |  |  |  |  | Internship/Mentorships |  |  |  |
|  |  |  | **Differentiated Instruction** |  |  |  |  |  |  |  |  |  |  |  |  | **Assessment Evidence** |  |  |  |
|  |  |  | **(content, process, product)** |  |  |  |  |  |  |  |  |  |  |  |  | **(formative, summative)** |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | DCSD RCD Aligned Lesson Plan Template |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Components of this lesson plan may change according to the needs of the students. |  |  |  |  |  |  |

**DCSD Instructional Planning Instrument**

**Focus on Teaching and Learning**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Textbooks |  |  | Lab Materials |  | Other: (List the other resources below.) |  |
|  |  |  | Audio/Visual Aids |  |  | Course Syllabus |  |  |  |  |
|  | **Resources:** |  |  |  |  |  |  |  |  |  |
|  |  | Handouts |  |  | Dictionaries |  |  |  |  |
|  | **(weekly materials chosen to** |  |  |  |  |  |  |  |
|  |  | White Boards |  |  | Video Clips |  |  |  |  |
|  | **support teaching and** |  |  |  |  |  |  |  |
|  |  | Electronic Devices |  |  | Promethean Board |  |  |  |  |
|  | **learning)** |  |  |  |  |  |  |  |
|  |  | Supplemental Texts |  |  | Manipulatives |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  | Calculators |  |  | Internet (tech) |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Daily Lesson Plan for Monday** |  |  |  |
|  | **Pre-Instructional Activity:** |  |  |  |
|  | **(sponge; bell-ringer; journal;** |  |  |
|  |  |  |
|  | **allows attendance to be** |  |  |
|  | **taken)** |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  | **Opening (ENGAGE):** |  |  |
|  | **(introduces the lesson;** |  |  |
|  | **summarizes previous lesson;** |  |  |
|  | **clarifies misconceptions)** |  |  |
|  |  |  |
|  |  |  |  |
|  |  |  |
|  | **Work Period** |  |  |  |
|  | **(EXPLORE/EXPLAIN/** |  |  |
|  |  |  |
|  | **EXTEND/ELABORATE):** |  |  |
|  |  |  |
|  | **(contains the mini lesson;** |  |  |
|  |  |  |
|  | **allows students to practice** |  |  |
|  | **concept; assesses student** |  |  |
|  | **learning)** |  |  |
|  |  |  |  |
|  | **Closing (EVALUATE):** |  |  |  |
|  |  |  |
|  | **(summarizes lesson; ensures** |  |  |
|  |  |  |
|  | **understanding; clarifies** |  |  |
|  |  |  |
|  | **misconceptions)** |  |  |
|  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |  | **Daily Lesson Plan for Tuesday** |  |  |  |
|  | **Pre-Instructional Activity:** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | ***Opening Details:*****TW**…in order to…**SW**…in order to… |  |
|  | **Opening (ENGAGE):** |  |  |
|  |  |  |  |
|  | **Work Period** |  | ***Work Period Details:*****TW**…in order to…**SW**…in order to… |  |
|  | **(EXPLORE/EXPLAIN/** |  |  |
|  | **EXTEND/ELABORATE):** |  |  |
|  |  |  | ***Closing Details:*****TW**…in order to…**SW**…in order to… |  |
|  | **Closing (EVALUATE):** |  |  |
|  |  |  |  |
|  |  |  |  | **Daily Lesson Plan for Wednesday** |  |  |  |
|  | **Pre-Instructional Activity:** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | ***Opening Details:*****TW**…in order to…**SW**…in order to… |  |
|  | **Opening (ENGAGE):** |  |  |
|  |  |  |  |
|  | **Work Period** |  | ***Work Period Details:*****TW**…in order to…**SW**…in order to… |  |
|  | **(EXPLORE/EXPLAIN/** |  |  |
|  | **EXTEND/ELABORATE):** |  |  |
|  |  |  | ***Closing Details:*****TW**…in order to…**SW**…in order to… |  |
|  | **Closing (EVALUATE):** |  |  |
|  |  |  |  |

DCSD RCD Aligned Lesson Plan Template

Components of this lesson plan may change according to the needs of the students.

|  |  |
| --- | --- |
|  | **DCSD Instructional Planning Instrument** |
|  | **Focus on Teaching and Learning** |
|  |  |
|  | **Daily Lesson Plan for Thursday** |
| **Pre-Instructional Activity:** |  |
|  |  |
|  | ***Opening Details:*****TW**…in order to…**SW**…in order to… |
| **Opening (ENGAGE):** |
|  |
| **Work Period** | ***Work Period Details:*****TW**…in order to…**SW**…in order to… |
| **(EXPLORE/EXPLAIN/** |
| **EXTEND/ELABORATE):** |
|  | ***Closing Details:*****TW**…in order to…**SW**…in order to… |
| **Closing (EVALUATE):** |
|  |
|  | **Daily Lesson Plan for Friday** |
| **Pre-Instructional Activity:** |  |
|  |  |
|  | ***Opening Details:*****TW**…in order to…**SW**…in order to… |
| **Opening (ENGAGE):** |
|  |
| **Work Period** | ***Work Period Details:*****TW**…in order to…**SW**…in order to… |
| **(EXPLORE/EXPLAIN/** |
| **EXTEND/ELABORATE):** |
|  | ***Closing Details:*****TW**…in order to…**SW**…in order to… |
| **Closing (EVALUATE):** |
|  |

DCSD RCD Aligned Lesson Plan Template

Components of this lesson plan may change according to the needs of the students.