

TEAM Lesson Plan Template	
Teacher:	
Subject/Grade:	
Lesson Title:	
STANDARDS	Identify what you intend to teach. State, Common Core, ACT College Readiness Standards and/or State Competencies; Enduring Understandings and Essential Questions.
OBJECTIVE(s)/Sub-Objectives	Connect prior learning to new learning. Clear, Specific, Observable, Demanding, High Quality, Measurable, Aligned to Standard(s), and Integrated with other subjects, build on prior student knowledge Student-Friendly (I Can Statement)
MATERIALS AND RESOURCES	Content-related: Clearly supports lesson objective(s); rigorous & relevant; Incorporates multimedia & resources beyond the textbook.
ACCOMODATIONS/ADAPTATIONS	Learning styles and interests. Anticipate learning difficulties, regularly incorporate student interests & cultural heritage; differentiate instructional methods.

<p>MOTIVATING STUDENTS/ANTICIPATORY SET</p>	<p>“Hook”: Engage students’ attention and focus on learning. Personally meaningful and relevant.</p>
<p>INSTRUCTIONAL PROCEDURES</p>	<p>Step-by-Step Procedures-Lesson Sequence: Basic to Complex. Lesson includes visuals, modeling, logical sequencing and segmenting (beginning, middle, ending); essential information; concise communication; grouping strategies; differentiated instructional strategies to provide intervention & extension; seamless routines; varied instructional strategies; key concepts & ideas highlighted regularly.</p>

<p>QUESTIONING/THINKING/PROBLEM SOLVING (embedded throughout)</p>	<p>Balanced mix of question types. Utilizes Blooms Taxonomy/Webb’s Depth of Knowledge; high frequency; purposeful & coherent; require active responses; balance based on volunteers/non-volunteers, ability, & gender; lead to further inquiry & self-directed learning. Implement four types of thinking (Analytical, Practical, Creative, & Research-based) & Teach/Reinforce problem-solving types. Provide opportunities for students to generate ideas & alternatives; analyze, evaluate & explain information from multiple perspectives & viewpoints.</p>
<p>GROUPING</p>	<p>Maximize student understanding & learning Varied group composition (race, gender, ability, & age); clearly understood roles, responsibilities & group work expectations; accountability for group & individual work; student opportunities for goal setting, reflection & evaluation of learning.</p>

ASSESSMENT	Formative and/or summative assessment. A variety of assessments, including rubrics, measure achievement of objectives and informs instruction.
CLOSURE	Reflection/Wrap Up. Summarizing, reminding, reflecting, restarting, connecting.

NOTES: