

<b>TEAM Lesson Plan Template</b>	
Teacher:	
Subject/Grade:	
Lesson Title:	
<b>STANDARDS</b>	<b>Identify what you intend to teach.</b> State, Common Core, ACT College Readiness Standards and/or State Competencies; Enduring Understandings and Essential Questions.
<b>OBJECTIVE(s)/Sub-Objectives</b>	<b>Connect prior learning to new learning.</b> 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)
<b>MATERIALS AND RESOURCES</b>	<b>Content-related:</b> Clearly supports lesson objective(s); rigorous & relevant; Incorporates multimedia & resources beyond the textbook.
<b>ACCOMODATIONS/ADAPTATIONS</b>	<b>Learning styles and interests.</b> Anticipate learning difficulties, regularly incorporate student interests & cultural heritage; differentiate instructional methods.

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

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

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

**NOTES:**