

Direct Instruction Lesson Plan:

Created By:

Date Created:

Subject:

Grade:

Topic of Study:

Class Submitted For: ED 301/560

Instructor:

Colorado Academic Standards (CAS) Template

This comes directly from the state standards. You may copy and paste this from the standards document online at http://www.cde.state.co.us/cdeassess/UAS/Printable_Standards.html

Content Area: Standard:
Prepared Graduates ➤
Grade Level Expectation: Concepts and skills student master:
Evidence Outcomes Students can:

21st Century Skills and Post Workforce Readiness Competencies (PWR) : explain how your lesson meets 21 st C. and PWR skills (critical thinking and problem solving, finding and using information /information technology, creativity and innovation, global and cultural awareness, civic responsibility, communication and collaboration, work ethic, personal responsibility, and self-direction).
--

Objective (Follow the ABCD format (audience, behavior, condition, degree of accuracy), written in a ONE SENTENCE statement. Your objective **MUST ALIGN** with the evidence outcome above.

Learning Context: (Provide a description of how this lesson fits into the scope and sequence of the curriculum).

Time Allotment: (How long are you planning for this lesson? Does it extend more than one class period?)

Instructional Materials: *(List, numbered or bulleted ALL of the materials necessary for you AND the students to engage in this lesson effectively)*

Teacher Materials:

Student Materials:

Differentiation of Instruction: *(Explain how you will differentiate the lesson content, process, and products for students with individual needs. Discuss this with your cooperative teacher).*

Procedures

*(This should be written as DETAILED STEPS from the lesson opening to the lesson closure that describes what both the teacher and students do. It should be detailed enough that a substitute or other teacher could carry it out exactly as you intended it to be taught. This will be the **longest portion of the lesson**)*

Opening

Gaining Attention:

Activating Prior Knowledge:

State Purpose (Objective) of Lesson:

Body *(describe in sequential steps how you will present little chunks of knowledge at a time (teacher input) and then checking for understanding/guided practice, and then on to another teacher input, check for understanding/guided practice, and so on).*

Teacher Input(s):

Guided Practice(s):

Checks for Understanding:

Assessment: *(Explain the assessment tool that assesses student learning related to the objective).*

Closure:

Extension Activities:

(What additional activities could you plan that would allow students to extend their learning of this new concept? This could be for students who finish early or for students who already know the basic material you are teaching and need to be challenged. It must relate closely to the concepts you are teaching.)

Sample Student Products:

*(After you teach your lesson, you will want to collect one or **TWO SAMPLES** of student work from the lesson for your portfolio. Make sure it is from students whom you've received a permission slip from.)*

Teaching Materials:

(You must include ALL PAPER MATERIALS used to teach the lesson (clean copies). This includes any handouts given to students, blackline masters to make manipulatives, task/role sheets for cooperative learning, etc. If any other person wanted to teach the lesson, they would have all the paper materials available to them.)

References:

*(Please reference all sources [i.e., lesson plan books, teacher manuals, curriculum guides, your cooperating teacher, etc.] that you used in developing your lesson plan. **Use APA style** to format your sources—an APA Reference Sheet is available on Blackboard)*