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| **Name** | | **Date** | | **Course** |
| Insert Your Name | | Today’s Date | | Course Number and Name |
| **Grade Level** | | **Unit Title** | | **Duration** |
| What grade level is this lesson for? | | Name of unit | | How many days will this unit last? |
| **Mississippi College and Career**  **Readiness Standards** | | | **Unit Overview and Essential Questions** | |
| **Standards**  **Focus**  What standards are you focusing your lesson(s) on? You may have up to 4 standards.  **Additional**  Additional standard(s) to support your lesson but lesson not focused primarily on these standard(s). | | | Paragraph summarizing the entire unit lesson. This includes an overview of the lesson as well as the different texts that will be utilized.  **Essential Questions**  You may have multiple essential questions. An essential question is:   * Open ended * Thought provoking and intellectually engaging * Calls for higher-order thinking * Points toward important, transferable ideas * Raises additional questions and sparks further inquiry * Must have support and justification * Should be asked again and again | |
| **Assessments** | | | **Materials and Resources** | |
| **Formative**  This includes any informal assessments; such as, observing,  **Summative**  This is a formal assessment. This does not have to be a paper/pencil test. It could be some type of project. Not all summative assessments are identified as an exam.    **Alignment to Standard**  How do the assessments align to the standards? | | | * List out the items needed to do this lesson. * Textbook * Title, Author, Illustrator of specific books * Pencils * Pens * Markers | |
| **Key Vocabulary** | | | **Adaptation/ Modification/ Diversity** | |
| * List any vocabulary terms here. | | | **Remediation**  What do you have planned to remediate with the lower performing students?  **Enrichment**  What do you have planned to enrich the higher performing students?  **Technology Integration**  In what ways are you integrating technology into your lesson?  **Modification**  What modifications can be made to this lesson plan? Most commonly found in the following areas: scheduling, setting, materials, instruction, student response, assessment, grading, and testing. | |
| **Learning Centers** | | | | |
| There are many different centers that could be utilized. This will vary on your grade level as well as the unit you are teaching. Some examples of centers include: dramatic play, art, science, library, blocks, manipulatives, technology, writing, sand and water, music. | | | | |
| **Daily Lesson Activities** | | | | |
| **Day 1** | | | | |
| **Anticipatory Set**  ***(Circle Time):*** | What are you going to do to engage your students at the beginning of the lesson?  For example: music, songs, finger plays, rhymes, stories, games, early literacy activities | | | |
| **I Do**  ***(Story Time):*** | How are you going to model the activity for the students? Be specific with what you are planning on doing.  Read to children in small group and whole group. This may include early literacy activities. | | | |
| **We Do**  ***(Whole Group Activities)*:** | What activity are you going to do with the students so they can see the skill in practice, while still having your support?  For example: language, vocabulary, and literacy development; mathematical development; scientific investigation; social and emotional development; motor development | | | |
| **You Do**  ***(Small Group/ Individual Activities)*:** | What activity are the students going to do on their own to practice the skill(s) taught?  For example: language, literacy, numeracy, health, safety, mental health, dental, nutrition, multi-cultural activities | | | |
| **Closure:** | How are you going to close out your lesson? Exit slip? Class poll? Be creative. | | | |
| **Day 2** | | | | |
| **Anticipatory Set**  ***(Circle Time):*** | What are you going to do to engage your students at the beginning of the lesson?  For example: music, songs, finger plays, rhymes, stories, games, early literacy activities | | | |
| **I Do**  ***(Story Time):*** | How are you going to model the activity for the students? Be specific with what you are planning on doing.  Read to children in small group and whole group. This may include early literacy activities. | | | |
| **We Do**  ***(Whole Group Activities)*:** | What activity are you going to do with the students so they can see the skill in practice, while still having your support?  For example: language, vocabulary, and literacy development; mathematical development; scientific investigation; social and emotional development; motor development | | | |
| **You Do**  ***(Small Group/ Individual Activities)*:** | What activity are the students going to do on their own to practice the skill(s) taught?  For example: language, literacy, numeracy, health, safety, mental health, dental, nutrition, multi-cultural activities | | | |
| **Closure:** | How are you going to close out your lesson? Exit slip? Class poll? Be creative. | | | |
| **Day 3** | | | | |
| **Anticipatory Set**  ***(Circle Time):*** | What are you going to do to engage your students at the beginning of the lesson?  For example: music, songs, finger plays, rhymes, stories, games, early literacy activities | | | |
| **I Do**  ***(Story Time):*** | How are you going to model the activity for the students? Be specific with what you are planning on doing.  Read to children in small group and whole group. This may include early literacy activities. | | | |
| **We Do**  ***(Whole Group Activities)*:** | What activity are you going to do with the students so they can see the skill in practice, while still having your support?  For example: language, vocabulary, and literacy development; mathematical development; scientific investigation; social and emotional development; motor development | | | |
| **You Do**  ***(Small Group/ Individual Activities)*:** | What activity are the students going to do on their own to practice the skill(s) taught?  For example: language, literacy, numeracy, health, safety, mental health, dental, nutrition, multi-cultural activities | | | |
| **Closure:** | How are you going to close out your lesson? Exit slip? Class poll? Be creative. | | | |
| **Day 4** | | | | |
| **Anticipatory Set**  ***(Circle Time):*** | What are you going to do to engage your students at the beginning of the lesson?  For example: music, songs, finger plays, rhymes, stories, games, early literacy activities | | | |
| **I Do**  ***(Story Time):*** | How are you going to model the activity for the students? Be specific with what you are planning on doing.  Read to children in small group and whole group. This may include early literacy activities. | | | |
| **We Do**  ***(Whole Group Activities)*:** | What activity are you going to do with the students so they can see the skill in practice, while still having your support?  For example: language, vocabulary, and literacy development; mathematical development; scientific investigation; social and emotional development; motor development | | | |
| **You Do**  ***(Small Group/ Individual Activities)*:** | What activity are the students going to do on their own to practice the skill(s) taught?  For example: language, literacy, numeracy, health, safety, mental health, dental, nutrition, multi-cultural activities | | | |
| **Closure:** | How are you going to close out your lesson? Exit slip? Class poll? Be creative. | | | |
| **Day 5** | | | | |
| **Anticipatory Set**  ***(Circle Time):*** | What are you going to do to engage your students at the beginning of the lesson?  For example: music, songs, finger plays, rhymes, stories, games, early literacy activities | | | |
| **I Do**  ***(Story Time):*** | How are you going to model the activity for the students? Be specific with what you are planning on doing.  Read to children in small group and whole group. This may include early literacy activities. | | | |
| **We Do**  ***(Whole Group Activities)*:** | What activity are you going to do with the students so they can see the skill in practice, while still having your support?  For example: language, vocabulary, and literacy development; mathematical development; scientific investigation; social and emotional development; motor development | | | |
| **You Do**  ***(Small Group/ Individual Activities)*:** | What activity are the students going to do on their own to practice the skill(s) taught?  For example: language, literacy, numeracy, health, safety, mental health, dental, nutrition, multi-cultural activities | | | |
| **Closure:** | How are you going to close out your lesson? Exit slip? Class poll? Be creative. | | | |