

TEM 4.0 Lesson Plan Template

Teacher: _____

Teacher Assistant: _____

Week of: _____

Unit: UNIT NAME (week of)

Teach 1: Objective Driven Lesson-Engage students in objective driven lessons based on content standards and student data.

Teach 2: Explain content clearly and accurately.

Teach 3: Appropriately Challenging Work-Engage students at all learning levels with appropriately challenging work by effectively leveraging the District’s curricula, guides, and resources.

Teach 4: Content Engagement-Provide students with multiple ways to engage with content.

Teach 5: Higher-Level Thinking Skills-Use strategies that develop higher-level thinking skills.

Teach 6: Check for Understanding-Check for understanding and respond appropriately during the lesson.

Teach 7: Instructional Time-Maximize instructional time.

	Indicators	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Stage 1. What knowledge of your students’ performance data,* interests, background, etc., are you using to inform your planning process? (*Data may range from district’s assessment data to teacher-created classroom data.)	T1					
Stage 2. Content Standards/Key Skills What will students know and be able to do at the end of this lesson? <i>The learning objective(s) is best stated in student friendly language (learning target or an “I Can” statement), measurable, stating what the student will be able to do by the end of the lesson. Objective(s) should also be communicated within the context of the standard(s).</i>	T1, T3	I Can... •	I Can... •	I Can... •	I Can... •	I Can... •
Guiding Question(s): What are the questions that will drive the content and skills that you will teach? <i>Higher order, open-ended, and frequently asked questions begin with “how” or “why”. Can be the driving question for the lesson or for a longer period of time (i.e., week, unit).</i>	T2, T5					
Arrival/Activity (START TIME-END TIME)	T4, T6, T7					

Breakfast/Restroom Break (START TIME-END TIME)		List staff duties here	List staff duties here	List staff duties here	List staff duties here	List staff duties here
Morning Meeting and Tiered Teaching (START TIME-END TIME) Sharing Topic: Connecting Prior Knowledge: <i>Bell work, Do Now, Journaling, KWL Chart, Review, Re-teach, etc.</i> Sight Words This Week: Sight Words So Far:	T1, T2, T3, T4, T5, T6	Greeting: Sharing: list student names here Activity: Message: (Assistants: list duties here) <u>Assessments:</u> May include anecdotes, checklists, etc.	Greeting: Sharing: list student names here Activity: Message: (Assistants: list duties here) <u>Assessments:</u> May include anecdotes, checklists, etc.	Greeting: Sharing: list student names here Activity: Message: (Assistants: list duties here) <u>Assessments:</u> May include anecdotes, checklists, etc.	Greeting: Sharing: list student names here Activity: Message: (Assistants: list duties here) <u>Assessments:</u> May include anecdotes, checklists, etc.	Greeting: Sharing: list student names here Activity: Message: (Assistants: list duties here) <u>Assessments:</u> May include anecdotes, checklists, etc.

<p>Small Group Lessons (START TIME-END TIME)</p> <p>What instructional task(s) will be used to reach the learning target? Think about the standard’s level of rigor (revised Bloom’s taxonomy) when developing the task(s).</p> <p>Task(s):</p> <p>Think about including one or more of these instructional strategies:</p> <p><i>Literacy, interventions, differentiation, anticipation of students’ misconceptions, students guiding their learning, accommodations/modifications, extension of knowledge, scaffolding where appropriate, small groups, whole group, etc.</i></p> <p>How will you maximize the instructional time with each task?</p> <p>Introduction (approximate time):</p> <p>Guided Practice (approximate time):</p> <p><i>In what ways will your learners attempt to explain or do what you have outlined? How will you monitor and coach their performances? (WE DO)</i></p> <p>Independent Practice (approximate time)</p> <p><i>How will your different learners attempt the objective on their own? How will you gauge mastery? (THEY DO)</i></p> <p>Assessment (approximate time)</p> <p><i>How will you know that students have reached the targeted learning?</i></p> <p><i>Assessments may include:</i></p> <p><i>Pre-assessment, formative assessment, summative assessment, post-assessment, discussions, performance, demonstration</i></p>	<p>T1, T3, T4, T5 & T6</p> <p>T7</p> <p>T4, T7</p> <p>T4, T5, T6</p> <p>T6</p>	<p>GROUP 1 (Teacher):</p> <p>Guiding Questions</p> <p>Skill(s) of Focus (Group #)</p> <p><u>Assessment:</u> List methods here</p> <p>GROUP 2 (Teacher Assistant):</p> <p>Guiding Questions</p> <p>Skill(s) of Focus (Group #)</p> <p><u>Assessment:</u> List methods here</p> <p>GROUP 3 (Independent):</p> <p>Guiding Questions</p> <p>Skill(s) of Focus (Group #)</p> <p><u>Assessment:</u> List methods here</p>	<p>GROUP 1 (Teacher):</p> <p>Guiding Questions</p> <p>Skill(s) of Focus (Group #)</p> <p><u>Assessment:</u> List methods here</p> <p>GROUP 2 (Teacher Assistant):</p> <p>Guiding Questions</p> <p>Skill(s) of Focus (Group #)</p> <p><u>Assessment:</u> List methods here</p> <p>GROUP 3 (Independent):</p> <p>Guiding Questions</p> <p>Skill(s) of Focus (Group #)</p> <p><u>Assessment:</u> List methods here</p>	<p>GROUP 1 (Teacher):</p> <p>Guiding Questions</p> <p>Skill(s) of Focus (Group #)</p> <p><u>Assessment:</u> List methods here</p> <p>GROUP 2 (Teacher Assistant):</p> <p>Guiding Questions</p> <p>Skill(s) of Focus (Group #)</p> <p><u>Assessment:</u> List methods here</p> <p>GROUP 3 (Independent):</p> <p>Guiding Questions</p> <p>Skill(s) of Focus (Group #)</p> <p><u>Assessment:</u> List methods here</p>	<p>Continue Small Group Instruction or provide plans for support and/or extensions</p>	<p>Continue Small Group Instruction or provide plans for support and/or extensions</p>
<p>Ability Groups</p> <p>***Student groupings are based on classroom observations and assessment data</p> <p>***Ability Groupings are consistently evaluated and are subject to change weekly</p>	<p><u>TIER 1</u></p>		<p><u>TIER 2</u></p>		<p><u>TIER 3</u></p>	
<p>Learning Centers (START TIME-END TIME)</p>	<p>T3, T4, T5, T7</p>	<p>Student-selected centers (students select 1 center per session using center selection chart, all centers visited by end of</p>	<p>Student-selected centers (students select 1 center per session using center selection chart, all centers visited by end of</p>	<p>Student-selected centers (students select 1 center per session using center selection chart, all centers visited by end of</p>	<p>Student-selected centers (students select 1 center per session using center selection chart, all centers visited by end of</p>	<p>Student-selected centers (students select 1 center per session using center selection chart, all centers visited by end of</p>

		week)	week)	week)	week)	week)
Teacher Assistant Responsibilities (START TIME-END TIME)		Assist with setup and cleanup of centers, monitor student progress	Assist with setup and cleanup of centers, monitor student progress	Assist with setup and cleanup of centers, monitor student progress	Assist with setup and cleanup of centers, monitor student progress	Assist with setup and cleanup of centers, monitor student progress
Learning Center Weekly Activities	Art- Blocks- Computers- Housekeeping- Listening-	Puzzles/Math- Reading- Sand Table- Science- Writing-				
Story Time (START TIME-END TIME)	T1, T4, T6	<i>Story Title</i> <u>Assessments:</u> list strategies here (Assistants: list responsibilities here)	<i>Story Title</i> <u>Assessments:</u> list strategies here (Assistants: list responsibilities here)	<i>Story Title</i> <u>Assessments:</u> list strategies here (Assistants: list responsibilities here)	<i>Story Title</i> <u>Assessments:</u> list strategies here (Assistants: list responsibilities here)	<i>Story Title</i> <u>Assessments:</u> list strategies here (Assistants: list responsibilities here)
Calendar Math (START TIME-END TIME) Connecting Prior Knowledge: <i>Bell work, Do Now, Journaling, KWL Chart, Review, Re-teach, etc.</i>	T1, T2, T3, T4, T5, T6, T7	✓ Calendar-day, month, date ✓ Counting the Days of School ✓ Piggy Bank ✓ Number Bear ✓ Counting Tape (Assistants: list duties here)	✓ Calendar-day, month, date ✓ Counting the Days of School ✓ Piggy Bank ✓ Number Bear ✓ Counting Tape (Assistants: list duties here)	✓ Calendar-day, month, date ✓ Counting the Days of School ✓ Piggy Bank ✓ Number Bear ✓ Counting Tape (Assistants: list duties here)	✓ Calendar-day, month, date ✓ Counting the Days of School ✓ Piggy Bank ✓ Number Bear ✓ Counting Tape (Assistants: list duties here)	✓ Calendar-day, month, date ✓ Counting the Days of School ✓ Piggy Bank ✓ Number Bear ✓ Counting Tape (Assistants: list duties here)
Songs, Wordplay, and Letters (START TIME-END TIME)	T1, T2, T3, T4, T5, T6	List songs here <u>Assessment:</u> List strategies here (Assistants: list duties here)	List songs here <u>Assessment:</u> List strategies here (Assistants: list duties here)	List songs here <u>Assessment:</u> List strategies here (Assistants: list duties here)	List songs here <u>Assessment:</u> List strategies here (Assistants: list duties here)	List songs here <u>Assessment:</u> List strategies here (Assistants: list duties here)
Restroom Break and Lunch Prep (START TIME-END TIME)		List staff duties here	List staff duties here	List staff duties here	List staff duties here	List staff duties here
Lunch/Tooth Brushing (START TIME-END TIME)		Lunch, Restroom, Tooth Brushing	Lunch, Restroom, Tooth Brushing	Lunch, Restroom, Tooth Brushing	Lunch, Restroom, Tooth Brushing	Lunch, Restroom, Tooth Brushing
Gross Motor (START TIME-END TIME)	T2	List staff duties here	List staff duties here	List staff duties here	List staff duties here	List staff duties here
Nap (START TIME-END TIME)		List staff duties here	List staff duties here	List staff duties here	List staff duties here	List staff duties here
Learning Centers (START TIME-END TIME)	T3, T4, T5, T7	Student-selected centers (students select 1 center per session using center selection chart, all centers visited by end of week)	Student-selected centers (students select 1 center per session using center selection chart, all centers visited by end of	Student-selected centers (students select 1 center per session using center selection chart, all centers visited by end of	Student-selected centers (students select 1 center per session using center selection chart, all centers visited by end of	Student-selected centers (students select 1 center per session using center selection chart, all centers visited by end of

			week)	week)	week)	week)
Snack (START TIME-END TIME)		Snack	Snack	Snack	Snack	Snack
Letter of the Week/Journaling (START TIME-END TIME)	T1, T3					
Dismissal (START TIME-END TIME)	T4, T6, T7	Dismissal, classroom clean-up, walking students to SACC	Dismissal, classroom clean- up, walking students to SACC	Dismissal, classroom clean- up, walking students to SACC	Dismissal, classroom clean- up, walking students to SACC	Dismissal, classroom clean- up, walking students to SACC
Resources and Materials Needed for Addressing the task <i>Consider any differentiated materials needed based on the developed tasks and student modifications (all levels).</i>	T3	•	•	•	•	•
Stage 4. (TO BE COMPLETED AFTER TEACHING LESSON) Thinking About This Lesson <i>How well did the students achieve the learning targets based on your evidence? What surprises, questions, dilemmas, or problems did you encounter?</i> Thinking Ahead <i>What will you do next for your students; why? Consider students who mastered the learning target at different levels or not at all.</i>	T1					
Letter/Number of the week: Aa 1	Our To Dos: ✓ ✓					
Homework: MONDAY: TUESDAY: WEDNESDAY: THURSDAY:						
Tennessee Early Learning Developmental Standards (TN ELDS) for Four-Year Olds: The following TN ELDS skills are addressed within this lesson plan: List all standards here-these can be referenced via the Curriculum Guide						