

<b>Subject: Long Range Plan</b>	<b>Year:</b> _____ <b>Teacher:</b> _____			
<b>Topic</b>	<b>Dates</b>	<b>Major Objectives</b>	<b>Materials and Resources</b>	<b>Evaluation Plan</b>

<b>EVALUATION PLAN 1998-98</b>	<b>September - December</b>	<b>December - March</b>	<b>March - June</b>
Language Arts			
Mathematics			
Social Studies			
Science			

*Pre-test or Initial Assessment:* How are you going to know what the students need to learn?

*Post-test or Evaluation:* How are you going to know that the students have learned?

*Examples of Assessment/Evaluation:* tests (district, criterion-referenced or teacher-made), anecdotal comments, one-to-one observation, checklists, rubrics for student assignments, portfolio, performance assessment, student self-assessment, information reading inventories, diagnostic tests, demonstrations of learning, etc.

Grade \_\_\_\_\_ Topic \_\_\_\_\_ Time \_\_\_\_\_

Specific Learner Expectations	Activities/Tasks	Resources	Assessment/ Evaluation

## PLANNING YOUR YEAR

	September	October	November	December	January
<b>Topic:</b>					
<b>Resources:</b>					
<b>Instructional Approaches:</b>					
<b>Special Activities:</b>					
<b>Evaluation:</b>					

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## PLANNING YOUR YEAR

	February	March	April	May	June
<b>Topic:</b>					
<b>Resources:</b>					
<b>Instructional Approaches:</b>					
<b>Special Activities:</b>					
<b>Evaluation:</b>					

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Year Plan Year ____ Grade ____	September	October	November	December	January	February	March	April	May	June
Language Arts										
Science										
Social Studies										
Math										
Health										
Option 1										
Option 2										

**Year Plan for \_\_\_\_\_**

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
Language Arts										
Science										
Social Studies										
Math										
Health										
Option 1										
Option 2										

**Year Plan for \_\_\_\_\_**

	September	October	November	December	January	February	March	April	May	June



[illegible]

### Assessment, Evaluation and Communication Plan

FORMAT	PURPOSE	PLAN	TIME

**Grade:** \_\_\_\_\_

**Unit:** \_\_\_\_\_

**Time Allocation:** \_\_\_\_\_

<b>Specific Learner Expectations</b>	<b>Learning Activities</b>	<b>Resources</b>	<b>Evaluation</b>

**Grade:** \_\_\_\_\_

**Unit:** \_\_\_\_\_

**Time Allocation:** \_\_\_\_\_

<b>Specific Learner Expectations</b>	<b>Learning Activities</b>	<b>Resources</b>	<b>Evaluation</b>

Grade \_\_\_\_\_ Topic \_\_\_\_\_ Title \_\_\_\_\_ Time Allocation \_\_\_\_\_

**OBJECTIVES**

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**LEARNING RESOURCES**

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**DEVELOPMENTAL ACTIVITIES**

**EVALUATION**

**Unit Title:**

**I. Introduction**

**II. Objectives**

**III. Content area**

Integration across curriculum

**IV. Student activities/processes**

Student products

**V. Materials & resources**

**VI. Tentative timeline**

**VII. Evaluation**

## Planning Form

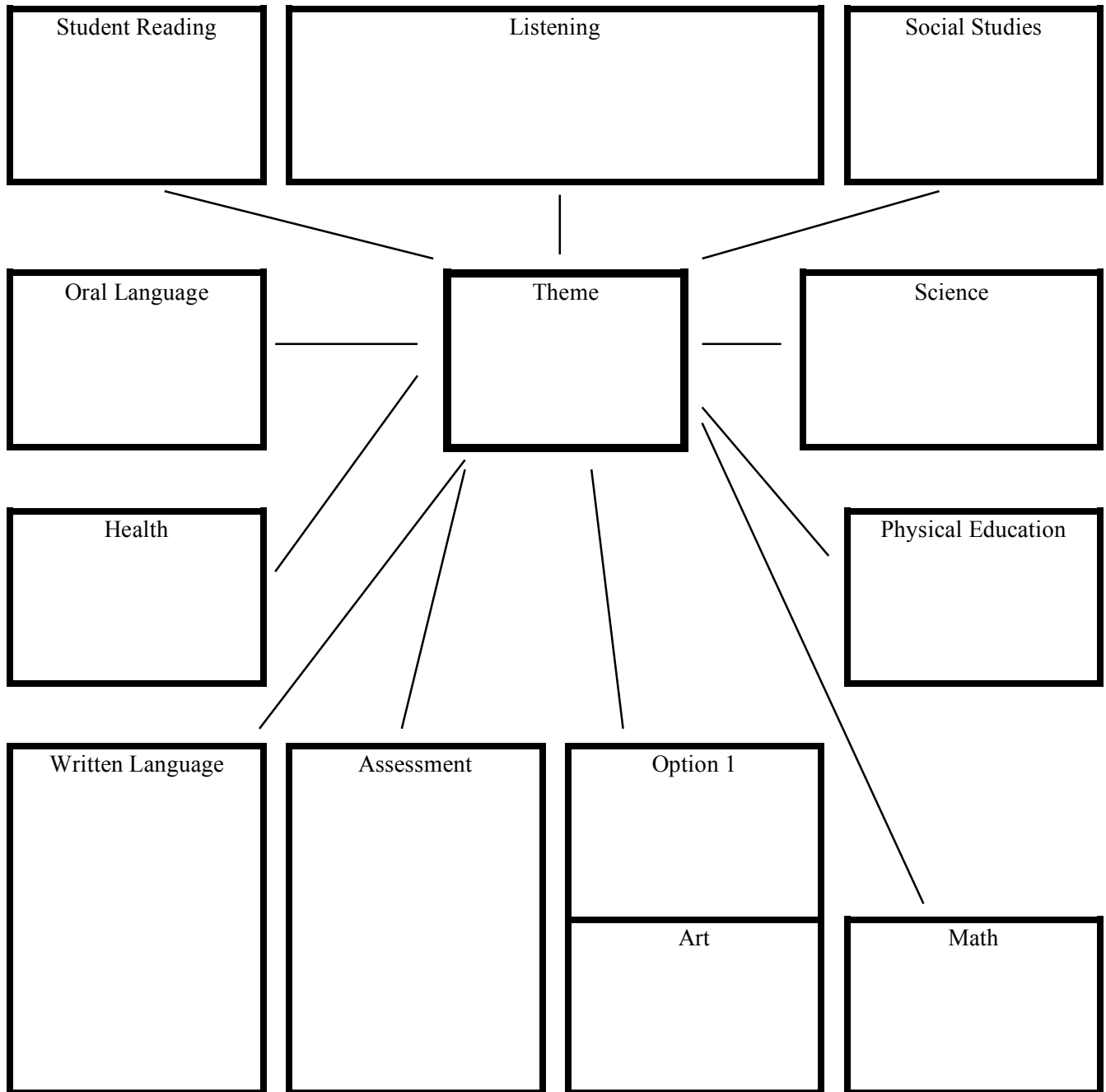
Theme: \_\_\_\_\_

Grade Level \_\_\_\_\_

Area	Content	Skills	Assessment
Language Arts			
Social Studies			
Math			
Science			
Health			
Option 1			
Option 2			
Option 3			
Option 4			

## Planning Web

Use this form as a planning overview for thematic activities and assessments.





### Theme Outline

Listening or Speaking	Reading	Writing
Social Studies	Theme	Science
Math	Health	Special Activities

Theme/Unit:	Grade level:	Time line:	Compiled by:
Introduction:	Math	Science	
Language Arts:			
<i>Explore</i>			
<i>Construct</i>	Health/Social Studies	Fine Arts:	
<i>Communicate</i>		<i>Art</i>	
		<i>Music</i>	
	Other	<i>Drama</i>	
	Culmination	Evaluation	

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Concepts	Skills & Attitudes

Centers	Resources

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### Modification Process Example

Goal(s): Objective(s): Knowledge:   Skills:   Attitudes:	Student strengths, interests and needs to be considered:
Basic Lesson:	Resources:
Students needing more support:	Organizing for instruction:
Students needing more challenge:	
Strategies selected: Why?	Criteria for evaluation: Basic:   Support:   Challenge:

	Students Needing Support	<b>BASIC PLAN</b>	Students Needing Challenge
<b>Activities</b>			
<b>Criteria for Evaluation</b>			

### Lesson Plan Format

Subject: \_\_\_\_\_

Lesson plan made by: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson objective(s):

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Organization decisions to achieve the above objectives:

	Time	Learning Activities	Teacher Activities	Materials Needed
Introduction				
Sequence of activities in main body of lesson				
Conclusion				

## LESSON PLAN

**Objectives:**

**Teacher:**

**Student:**

**Materials:**

**Method:**

**Assessment/Evaluation:**

Topic \_\_\_\_\_

Date \_\_\_\_\_

## Lesson Planner

### Social Studies

<b>Lesson Objectives</b>	
<b>Knowledge Objectives:</b>  <b>Skill Objectives:</b>  <b>Attitude Objectives:</b>	
<b>Learning Activities / Instructional Approach</b>	
<b>Introduction:</b>  <b>Development:</b>  <b>Closure:</b>	
<b>Resources:</b>	<b>Assessment Strategies / Tools</b>



## **Lesson Plan**

Objectives:

Motivation:

Materials:

Method:

Closure:

Evaluation:

## Instructional Skills: Observation Guide For Lesson Design

Observe for and record specific examples of what the teacher did and/or said to demonstrate the elements of lesson design.

Principles of lesson design:	What the teacher did or said:
<b>SET/FOCUS</b> <ul style="list-style-type: none"> <li>What set did the teacher use?</li> <li>Did it link new to old, actively involve students, provide a focus?</li> </ul>	
<b>PURPOSE</b> <ul style="list-style-type: none"> <li>Were students made aware of objective and purpose? How?</li> <li>Did the teacher lead students to value the learning?</li> </ul>	
<b>INPUT</b> <ul style="list-style-type: none"> <li>What input did the teacher provide?</li> <li>Was input relevant to the objective?</li> </ul>	
<b>MODELING</b> <ul style="list-style-type: none"> <li>Did the teacher model (show, label, demonstrate) a new skill, process or concept?</li> <li>Did the teacher focus students on essential learning?</li> </ul>	
<b>MONITOR FOR UNDERSTANDING</b> <ul style="list-style-type: none"> <li>What strategy did the teacher use to check for understanding?</li> <li>Did teaching process from easy to difficult, simple to complex?</li> <li>Did student involvement progress from low to high risk, public to private?</li> </ul>	
<b>GUIDED PRACTICE</b> <ul style="list-style-type: none"> <li>Was the teacher providing guided practice relevant to the objective?</li> <li>How did the teacher provide knowledge of results, encouragement, assistance?</li> <li>Were students' misconceptions clarified?</li> </ul>	
<b>INDEPENDENT PRACTICE</b> <ul style="list-style-type: none"> <li>Were students engaged in an activity which allowed them to practice and apply the new learning (skill, concept and process) independently?</li> <li>Did the teacher provide input, modelling and checking for understanding before moving to guided or independent practice?</li> </ul>	
<b>CLOSURE/SUMMATION</b> <ul style="list-style-type: none"> <li>How did the teacher provide for closure? (Student summarizes independent learning, teacher asks for an overt response in the form of a question/activity by which closure occurs).</li> </ul>	

## Questions To Help You Analyze A Lesson

### **Standards**

- Students knew what was expected of them in terms of behaviour. ☐ yes ☐ no
- The teacher created an atmosphere for learning. ☐ yes ☐ no
- All materials and equipment necessary for the lesson were ready for use. ☐ yes ☐ no
- Attendance and/or record keeping was done effectively. ☐ yes ☐ no
- The lesson has been well-planned and written in advance. ☐ yes ☐ no

### **Teaching**

- Adequate explanation of the lesson occurred before students were given practice exercises. ☐ yes ☐ no
- Strategies the teacher used:
- |                                    |   |                                |                              |                             |
|------------------------------------|---|--------------------------------|------------------------------|-----------------------------|
| <input type="checkbox"/> lecture   | <input type="checkbox"/> group discussion | <input type="checkbox"/> other | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| <input type="checkbox"/> inquiry   | <input type="checkbox"/> role playing     |                                |                              |                             |
| <input type="checkbox"/> questions | <input type="checkbox"/> student input    |                                |                              |                             |
- The teacher modeled the learning and its application. ☐ yes ☐ no
- The teacher checked regularly for understanding ☐ yes ☐ no

### **Practice**

- The students practiced the learning through some form of overt behaviour. ☐ yes ☐ no
- The practice directly related to the learning. ☐ yes ☐ no
- The teacher monitored each student's practice of the learning. ☐ yes ☐ no
- The teacher provided assistance when necessary. ☐ yes ☐ no

### **Closure**

- The teacher had students identify what was learned. ☐ yes ☐ no
- The students left with an understanding of what was learned. ☐ yes ☐ no

### **Follow-Up** (Unguided Practice)

- The teacher plans to have students use their new learning in the near future. ☐ yes ☐ no