

Daily Lesson Plan

Grade Level:
School:
Unit Title:

Subject:
Room:
Topic:

Prepared by:
Periods:
Date:

Day _____ of _____

Outcomes:	
Indicators and assessment of indicators:	
Lesson Objective (what will students KNOW and DO?):	
Overview and Purpose of lesson (What will students do; what's the point?):	Agenda

* The blocks of time for the sequence of instruction are suggested as a pacing guide. Some activities may take more time than suggested, and every element in the sequence of instruction may not occur everyday.

Anticipated Times *	Sequence of Instruction	Activities Checklist										
minutes	Get Started	<input type="checkbox"/> <i>Admit slip</i> <input type="checkbox"/> <i>Post/discuss/copy objectives</i> <input type="checkbox"/> <i>Write in journal</i> <input type="checkbox"/> <i>Solve problems</i> <input type="checkbox"/> <i>Answer questions</i> <input type="checkbox"/> <i>Pre-assessment</i> <input type="checkbox"/> <i>Other:</i>										
minutes	Engage	<input type="checkbox"/> <i>Display object/picture</i> <input type="checkbox"/> <i>Demonstrate reaction</i> <input type="checkbox"/> <i>Model/demonstrate lab</i> <input type="checkbox"/> <i>Discuss previous experiences</i> <input type="checkbox"/> <i>Other:</i>										
minutes	Explore	<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> <i>Brainstorm</i></td> <td><input type="checkbox"/> <i>Create lists</i></td> </tr> <tr> <td><input type="checkbox"/> <i>Investigate</i></td> <td><input type="checkbox"/> <i>Build model</i></td> </tr> <tr> <td><input type="checkbox"/> <i>Work a problem</i></td> <td><input type="checkbox"/> <i>Analyze data</i></td> </tr> <tr> <td><input type="checkbox"/> <i>Lab activity</i></td> <td><input type="checkbox"/> <i>Evaluate steps</i></td> </tr> <tr> <td colspan="2"><input type="checkbox"/> <i>Other:</i></td> </tr> </table>	<input type="checkbox"/> <i>Brainstorm</i>	<input type="checkbox"/> <i>Create lists</i>	<input type="checkbox"/> <i>Investigate</i>	<input type="checkbox"/> <i>Build model</i>	<input type="checkbox"/> <i>Work a problem</i>	<input type="checkbox"/> <i>Analyze data</i>	<input type="checkbox"/> <i>Lab activity</i>	<input type="checkbox"/> <i>Evaluate steps</i>	<input type="checkbox"/> <i>Other:</i>	
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<input type="checkbox"/> <i>Lab activity</i>	<input type="checkbox"/> <i>Evaluate steps</i>											
<input type="checkbox"/> <i>Other:</i>												
minutes	Explain Teacher says:	<input type="checkbox"/> <i>Lecture with guided notes</i> <input type="checkbox"/> <i>Student presentations</i> <input type="checkbox"/> <i>Media presentation</i> <input type="checkbox"/> <i>Interactive discussion</i> <input type="checkbox"/> <i>Other:</i>										

minutes	Practice Together	<input type="checkbox"/> Complete practice problems/labs <input type="checkbox"/> Use manipulatives <input type="checkbox"/> Construct graph/timelines <input type="checkbox"/> Make predictions <input type="checkbox"/> Collaborative writing <input type="checkbox"/> Whole group graphic organizers <input type="checkbox"/> Other:
minutes	Practice in Teams/Groups/Pairs	<input type="checkbox"/> Solve similar problems <input type="checkbox"/> Practice active reading strategies <input type="checkbox"/> Answer questions <input type="checkbox"/> Peer review/edit <input type="checkbox"/> Design other problems/questions/labs <input type="checkbox"/> Research information <input type="checkbox"/> Other:
minutes	Practice Alone	<input type="checkbox"/> Draft writing <input type="checkbox"/> Answer questions/problems <input type="checkbox"/> Design/construct other problems/questions/labs <input type="checkbox"/> Revise work <input type="checkbox"/> Individual investigation/project <input type="checkbox"/> Other:
minutes	Evaluate Understanding	<input type="checkbox"/> Discussion <input type="checkbox"/> Open-response question(s) <input type="checkbox"/> Quiz/test (academic/authentic) <input type="checkbox"/> Writing sample <input type="checkbox"/> Individual project/investigation/presentation <input type="checkbox"/> Other:
minutes	Closing Activities	<input type="checkbox"/> Assign/explain homework <input type="checkbox"/> Review major points <input type="checkbox"/> Answer questions <input type="checkbox"/> Student reflection activity <input type="checkbox"/> Exit slip <input type="checkbox"/> Other:
___ As Needed	<i>Enrichment/Extension/Accommodations/ Reteaching (Adaptive dimension):</i>	<input type="checkbox"/> Review <input type="checkbox"/> Practice <input type="checkbox"/> Reading <input type="checkbox"/> Tutoring <input type="checkbox"/> Individual assignment <input type="checkbox"/> Other:

Resources/Instructional Materials Needed:

Prerequisite learning:

Notes:

Sample 50-Minute Daily Plans

Suggested Time	Grade Eight: <i>Waves in Motion</i>	Grade Seven: <i>Family Branches</i>	Grade Six: <i>Biome Hoppers</i>
Get Started 1-2 minutes	Ask students to complete a journal entry: List all the words you can think of that are associated with waves.	Ask students to list five traits they have.	Have students listen to audio clips of three different sounds and identify where each sound is found in nature.
Engage 2-3 minutes	Demonstrate waves by playing music through Windows Media Player.	Use the <i>Guinness Book of World Records</i> to show "extreme" traits (e.g., tallest, shortest, biggest foot).	Display a picture of someone snow-skiing and someone water-skiing.
Explore 4-7 minutes	Have students analyze wave characteristics using water in a pan.	Measure and compare foot size from a record book with the teacher's foot or ask for volunteers within groups. <i>(Note: Adolescents are often self-conscious. Be sure to avoid embarrassing anyone.)</i>	Have students complete vocabulary Bingo sheets with various biome words.
Explain 8-12 minutes	Use a graphic organizer to label the parts of a wave while students take guided notes.	Give a PowerPoint presentation on chromosomes, traits and genes.	Use a graphic organizer with the lecture on biomes.
Practice Together 8-10 minutes	Lead the Slinky activity with the whole class.	Demonstrate use of a Punnett square to show probability of traits in offspring.	Classify examples of words that might fit in each biome.
Practice in Teams/ Groups/Pairs 10-12 minutes	Have students work in small groups to see how they can change waves using the Slinky and record their results.	Have students work in pairs to practice other Punnett squares.	Have students work in pairs to list examples of other words that describe specific biomes.
Practice Alone 4-7 minutes	Have students work individually to construct a wave using given data points on graph paper.	Have students continue practicing on Punnett squares individually.	Have students choose one biome and write a poem or song, using descriptive words and examples.
Evaluate Understanding 5-8 minutes	Use an oral evaluation to measure understanding through discussion of activities.	Check Punnett squares.	Lead a discussion and have students guess which biome is described.
Closing Activities 3-5 minutes	Answer questions and assign homework.	Answer any questions. Assign homework: Survey and list the visible traits of the people who live in your home. <i>(Note: Remember that families are not always biologically related.)</i>	Assign homework: Complete a poem or song and prepare to share in class. Answer questions and clarify the assignment.
Enrichment/Extension and Accommodations/ Reteaching			Choose a music background or sound effects for the poem/song.