

SMART Certified Trainer

SCT Lesson Plan Guide

Lesson Name:

Intent: Use this document as a guide to develop your lesson plan(s).

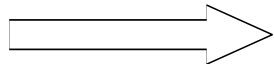
Lesson Standards/Objectives:



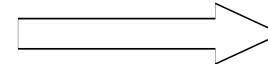
PASS: The lesson plan is well rounded and the candidate understands a variety of ways to apply tools and features of the SMART Learning Suite.

FAIL: The lesson plan lacks in one or more categories and there is not enough detail to execute this lesson plan and/or the candidate did not fully use the SMART Learning Suite and its components.

DEPENDENT



SHARED



INDEPENDENT

I Do		We Do	You Do (together/alone)
Direct Instruction	Modeling	Guided Practice	Collaboration
<p>Teacher</p> <p><i>Provide anticipatory set, identifies objectives & purpose, provides input</i></p> <p>How will you:</p> <ul style="list-style-type: none"> - make lesson objectives clear to students? - connect to prior learning? - build background knowledge? - identify both academic & content vocabulary so students can access new material? <p>SLS Component used: Notebook, lab, amp, response 2?</p>	<p>Teacher</p> <p><i>Demonstrate, models, think aloud, explain, question, (Praise, Prompt, Correct)</i></p> <p>How will you:</p> <ul style="list-style-type: none"> - know that student(s) thought through and formulated a response to delivered content? - provide corrective feedback to students? - differentiate the modeling for students? - provide multiple explanations for new concepts? <p>SLS Component used: Notebook, lab, amp, response 2?</p>	<p>Teacher</p> <p>Observe, question, assess progress, respond, interview as necessary</p> <p>How will you:</p> <ul style="list-style-type: none"> - assess their progress/understanding? - provide students experience and practice? - use scaffolds to help struggling students? <p>SLS Component used: Notebook, lab, amp, response 2?</p>	<p>Teacher</p> <p><i>Monitor, respond, acknowledge, evaluate, assess, set new goals</i></p> <p>How will you:</p> <ul style="list-style-type: none"> - assess mastery and/or guide/extend learning? <p>SLS Component used: Notebook, lab, amp, response 2?</p>
<p>Student</p> <p><i>Observe, listen, process, respond</i></p> <p>How will you:</p> <ul style="list-style-type: none"> - establish student expectations? 	<p>Student</p> <p><i>Interact, collaborate, ask question</i></p> <p>How will you:</p> <ul style="list-style-type: none"> - prepare students to ask probing questions? - allow students a variety of methods and modalities in which to respond? - aide students in processing information? 	<p>Student</p> <p><i>Applies learning, take charge, practice, problem solve, self-regulate, self correct</i></p> <p>How will you:</p> <ul style="list-style-type: none"> - support student to use self-regulatory strategies - provide opportunities for students to practice self-correction? - assist students in self-correcting strengths and weaknesses in regard to the given task? 	<p>Student</p> <p><i>Collaborate, initiate, self-regulate, problem solve, self-assess, reflect, explore, extend, re-apply</i></p> <p>How will you provide opportunities to:</p> <ul style="list-style-type: none"> - connect concepts to future lessons and explore real-life applications? generate evidence of self-regulatory strategies? - self-assess? - extend their learning? - initiate independent learning or more in-depth study of content?
<p>Instructional resources (including SLS component):</p> <ul style="list-style-type: none"> - How do the lesson plan resources correlate and blend with the SLS component you chose? - Have you provided a wide variety of media/texts throughout instruction? - How are your activities, homework and assessments directly linked to the standards? 		<p>Independent Practice & Application, Extend the Learning:</p> <p><i>In-class practice:</i></p> <p><i>Homework:</i></p> <p><i>Application/Assessment:</i></p>	
<p><i>This model may be implemented in a single period/lesson or over several days as a means of scaffolding instruction. Because students' needs vary, differentiation of instruction is recommended at key stages of the lesson, especially for struggling learners prior to assigning independent practice.</i></p>			