

Chino Valley Unified School District
Lesson Plan Format

Teacher:

Class:

Unit:

Content Standard(s):

Assessment: When planning lessons, begin with the end in mind. How well should students be able to perform? How will the teacher know that students have achieved the objective?

Lesson Objective: An objective is a specific, measureable, observable student behavior, the description of the performance learners are able to exhibit before they are considered competent. The objective must be calibrated to the appropriate level of difficulty to match the standard. What should the student know and be able to do at the end of this lesson?

Connecting to Prior Knowledge: The teacher focuses the students' thoughts/attention on what will be learned. The teacher explains the relationship of a current lesson to previous study. Students' interest and curiosity should be aroused by relating the lesson to things of personal relevance to them.

Input and Model (I Do and You Watch.):

Input: The new knowledge, process or skill is presented verbally and visually to the students in the most effective manner. This could be through one or a combination of best practices, including immediate feedback.

Model: It is important for the students to "see" what they should be able to do. The teacher should demonstrate what is to be learned and model the thinking involved.

Structured Practice (We Do It Together.): Structured practice is teacher paced. Students are lead through the steps, the process, the order, and the rule. Students follow along as the teacher walks them through the example in a lock-step fashion. Pre-correctives (a warning to avoid making a mistake on new or similar learning) are used. The teacher demonstrates "self-correction."

Guided Practice (You Do It. I Support.): Guided practice is designed to provide students additional practice to increase understanding and accuracy. Guided practice is to be student paced and monitored by the teacher using the "praise-prompt-leave" strategy. Students are given additional examples in which one or more components are changed to provide more complexity. This is a time for assessing needs, immediate reteaching in small groups, and/or one-on-one assistance. Pre-correctives and correctives (the method used to turn a misunderstanding, a mistake, or a lack of knowledge into a teaching opportunity) are used.

Independent Practice (You Do It.): Independent practice is designed to provide students additional practice to increase speed and accuracy. Once the teacher is certain the students understand the new material, he/she assigns independent practice. Correctives should now be minor.

Standard/Objective Revisited: Revisiting the objective serves to summarize the lesson and the learning.

DII Thinking / Planning Template

Standard:

Lesson Objective:

Connecting to Prior Knowledge:

Objective	Teacher	Student Engagement
Input and Model		
Structured Practice		
Guided Practice		
Independent Practice		

Standard Revisited:

Objective Revisited:

