

**MCS LESSON PLAN TEMPLATE** Version 2.0

<b>DATE:</b> To be taught ----	<b>SUBJECT:</b>
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**STANDARD:**

**🎯 CONTENT LEARNING TARGET (objective):**

**🎯 STUDENT SUCCESS LEARNING TARGET (objective):**





Material from the CORE (include page numbers, etc.)	Additional resources needed (ie: manipulatives / graphic organizers)
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<p><b>Formative assessment to be used (evidence for achieving the learning target):</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Specific Standard Assessed:</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>Formative:</i></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>BUMP UP:</i></div> <div style="border: 1px solid black; padding: 5px;"><i>SCAFFOLD:</i></div>	<p><b>Criteria for success (what does proficient look like?):</b></p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="width:30%; padding: 5px;">Type</th> <th style="padding: 5px;">Explanation of Details</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Rubric</li> <li>Checklist</li> <li>Exemplars</li> <li>Non Exemplars</li> <li>Other:</li> </ul> </td> <td style="padding: 5px;"></td> </tr> </tbody> </table> <p style="text-align: right; font-style: italic; font-size: small;">*include how students will receive feedback</p> <p><b>Key Vocabulary:</b></p>	Type	Explanation of Details	<ul style="list-style-type: none"> <li>Rubric</li> <li>Checklist</li> <li>Exemplars</li> <li>Non Exemplars</li> <li>Other:</li> </ul>	
Type	Explanation of Details				
<ul style="list-style-type: none"> <li>Rubric</li> <li>Checklist</li> <li>Exemplars</li> <li>Non Exemplars</li> <li>Other:</li> </ul>					

**Differentiation Strategies / Tools / Resources / Considerations:**

<p><b>Whole Group Instruction:</b></p>	<p><b>Small Group Instruction:</b></p>
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Gradual Release....

<b>Whole group focus lesson: “I DO IT”</b> – Teacher states purpose / target - Models, explains, shows - Involves students - 10-15 minutes		
<i>What are the <b>students</b> learning FIRST? What are the <b>students</b> doing, producing or making? What are the students learning? How are they COGNITIVELY and AUTHENTICALLY ENGAGED?</i>	<i>What is the <b>teacher</b> doing to facilitate student learning?</i>	<i>Check for understanding/ Formative assessment / Assurance that learning is happening for all students</i>
		
<b>Guided Practice: “WE DO IT”</b> – Interactive – Differentiation – Small groups - Teacher prompts, cues, questions, gives feedback		
<i>What are the <b>students</b> doing, producing or making? What are the students learning? How are they COGNITIVELY and AUTHENTICALLY ENGAGED?</i>	<i>What is the <b>teacher</b> doing to facilitate student learning?</i>	<i>Check for understanding/ Formative assessment / Assurance that learning is happening for all students</i>
		
<b>Collaboration: “YOU DO IT TOGETHER”</b> – Opportunities for student conversation/discussion – purposeful groups – Teacher gives feedback		
<i>What are the <b>students</b> doing, producing or making? What are the students learning? How are they COGNITIVELY and AUTHENTICALLY ENGAGED?</i>	<i>What is the <b>teacher</b> doing to facilitate student learning?</i>	<i>Check for understanding/ Formative assessment / Assurance that learning is happening for all students</i>
		
<b>Independent Work: “YOU DO IT ALONE”</b> – Applying what is learned - Teacher assessing progress toward Learning Target		
<i>What are the <b>students</b> doing, producing or making? What are the students learning? How are they COGNITIVELY and AUTHENTICALLY ENGAGED?</i>	<i>What is the <b>teacher</b> doing to facilitate student learning?</i>	<i>Check for understanding/ Formative assessment / Assurance that learning is happening for all students</i>
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<b>Whole Group Wrap Up: Closure</b> –Optimistic Outcome - Student share out - Teacher reviews learning target- determines need / next step(s)		
<i>What are the <b>students</b> doing, producing or making? What are the students learning? How are they COGNITIVELY and AUTHENTICALLY ENGAGED?</i>	<i>What is the <b>teacher</b> doing to facilitate student learning?</i>	<i>Check for understanding/ Formative assessment / Assurance that learning is happening for all students</i>
<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;">  </div>		

*Lesson Follow Up/Reflection...*

<b>Data:</b>							
Teacher 1		Teacher 2		Teacher 3		Teacher 4	
Students	Results	Students	Results	Students	Results	Students	Results

**Analysis of Data:**

Teacher 1	Teacher 2	Teacher 3	Teacher 4

**Reflection on Implementation/Instructional Next Steps:**

Teacher 1	Teacher 2	Teacher 3	Teacher 4

