Sample 1a

Name: **Grade:** Second Grade **Subject:** Mathematics

Standards addressed: 1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:
1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.
1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
1.3 Measure the length of an object to the nearest inch and/or centimeter.

What are your objectives for this lesson? This lesson is a continuation of the study of estimation and measurement that was introduced through reading a book in a previous lesson.

- Students will learn the differences between estimates and measurement.
- Students will learn measurement terms: Ruler; Inch

Success Criteria

- Students will practice and demonstrate estimation and measurement skills, estimating and measuring lengths of actual objects.
- Students will be able to demonstrate their understanding through completing an estimation / measurement chart, and in their response to writing prompts.

Learning Activities:

- Review of measurement terms from a book read in the previous lesson (teacher instruction, question and answer) *(5 minutes)*
- Whole group read aloud (teacher reads to students) *(10 minutes)*
- Model - estimation and measurement *(5 minutes)*
- Guided practice *(5 minutes)*
- Independent practice - estimation and measurement *(15 minutes)*
- Completion of worksheet; comparing estimation and actual measurements *(10 minutes)*
    - Writing - reflection on learning

  Students grouping:
    - Students will sit as a class for teacher modeling and direct instruction
    - Students will sit in groups to do estimates and measurements

How will you assess student learning?

- Whole group and individual student questioning to review terms
- Student observation during independent work
- Students will complete a worksheet, on which they will record their estimations and measurements of objects provided to them
- Students will summarize their learning by writing

Materials:

- Book for class read aloud
- Rulers
- Bag of items for students to measure

What adjustments to the lesson do you anticipate?

- Adjust as needed to allow students time to make estimates and measurements.
- Address any misconceptions about how to measure using a ruler

Are there any special circumstances of which the observer should be aware? (e.g. new students, special events, special needs)

- Students are both regular and special needs, as are most classes in the school.

Sample 1b

Lesson Plan: 2nd Grade Mathematics/ Estimating and Measuring
Ms. Rios

Objective: This is from the 2nd grade math curriculum guide
The students will be able to explain why we estimate and why we actually measure.
The students will practice estimating and measuring.
The students will know the meaning of the vocabulary words: ruler, inch, estimate, measure

Introduction: First I will have the students seated on the rug. I will explain the topic, and review the vocabulary words. I will ask questions to remind the students about estimating and actual measuring.

Activities for Learning:

- Read aloud part of the book about measuring
- Demonstration of measuring
- Give each pair a bag of supplies
- Students work in pairs to estimate, then measure all the items, and complete the worksheet on estimating and measuring
- Answer the questions at the bottom of the sheet to demonstrate understanding

Strategies:

- Mini-lesson on rug
- Read aloud from book
- Model how to use a ruler to measure
- Model how to fill in the chart on the worksheet
- Monitor students as they work, answer questions, give help if needed

Materials:

- Rulers
- Bag of things to measure
- Book about measuring
- Worksheet

Assessing Learning:

- Listen as the students answer Q's
- Students use the vocabulary words accurately, and explain meaning
- Students do the activity of estimating and measuring correctly
- Students answer the questions on the worksheet

Sample 2
Elementary

Reading Lesson Plan

September 24, 2009

Objectives:

Students will listen to a read aloud in order to make predictions about events in a story. (comprehension skill)

Students will identify CVCe spelling rule using a and I in order to apply those in reading and writing. (phonics)

Students will identify the action parts and sentences in order to write a compete sentence. (grammar)

Whole Class:

Daily Routines:

Morning warm-up- Writing- if you were and animal what would you be? A dinosaur? A bird? Where would you live? What would you eat? Tell about your life.

Morning message- find and read words with VCCV pattern

Word wall- Chant words together- eight, first, two, three

Comprehension skill:

Read Lemonade Stand: Identify predicting outcomes

High Frequency words:

Read , syllables, rhyming

Phonics skill:

Long vowel sounds CVCe: a, I

Small Group:

Below Grade Level:

Teacher: Animal Tracks are Everywhere: predict what animal matches the tracks; action words

Independent: Phonics reinforcement: short vowel sounds- match picture

Centers: Sound Detective, computers

On Grade Level:

Teacher: Fluency- reading with emotion and inflection

Action words

Independent: Phonics reinforcement: short vowel sounds- draw picture

Centers: Writing with short vowels, sound detectives, computers

Word work:

Spelling: take short vowel words and make them long vowel words by adding silent e

Sample 3

8th Grade RELA

Objective: SW identify features and forms of poetry in order to categorize poems as either structured or unstructured.

READING/WRITING LESSON PLAN TEMPLATE: GRADE 6-8	
INDEPENDENT READING – 12 min. **Students read independent, self-selected texts.** ▪ May be tied to 25 book campaign SC objective 1.E.1.b. ▪ Teacher provides monitoring and feedback.	Students will read for 12 minutes and identify the grade they feel they deserve based on the independent reading rubric.
MATERIALS FOR INSTRUCTION/ TECHNOLOGY RESOURCES	PPT, LCD, Temperamental computer
OPENING (I Do/We Do) – 10-20 min. **Teacher-directed lesson on reading/writing strategy or skill** **Includes vocabulary /grammar instruction as appropriate** Lesson is brief and provides direction needed for students to practice/apply during the work period that immediately follows.	Teacher will introduce poetry: • One of 2 categories -structured v unstructured • Rhyme scheme & form • Types of poetry
WORK PERIOD (You Do) -30-40 min. **Students practice/apply skills and/ or strategies from Opening** • Reading: Students apply in texts at their independent reading levels • Writing: Students engage in various parts of the writing process Teacher conferences with students includes as needed: ▪ teacher-led flexible groups based on specific needs ▪ teacher-led guided reading groups based on reading levels ▪ literature circles/student-led discussion groups ▪ peer responding/conferencing	Scavenger Hunt: Find as many poems as you can in 15 minutes as a team and identify them as structured or unstructured. Include p. #, title, and reason Place in chart Structured | Unstructured 5-10 minute trade and check- group with most correct answer will receive a prize 10 minute free write poetry: Write a poem about your feelings or understanding of poetry

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CLOSING - 5-10 Minutes **Includes one or more:** ▪ Reflection on what was learned ▪ Student sharing and peer feedback ▪ Celebrations of learning	*Students will share their poems and then answer the question – is your poem a structured or non-structured poem?*
DIFFERENTIATION AND/OR MODIFICATIONS	
REFLECTION How successful was this lesson? For future use, what should be kept, changed, further differentiated or modified?	

Sample 4

OGL Lesson Overview Template

7th Grade Mathematics OGL: Course 3

Co-Taught class with Mr. as the Special Education Teacher

There are 11 co-teaching students in the room. They are strategically seated around the room in groups of 4. The groups are based on their MSA proficiency level. Each group, as best as possible, is composed of two students who scored low or high basic and two students who scored proficient. They get to use calculation devices at all times and have other specifics that go along with their IEP's. All my students work to help each other no matter if they are regular education or special education. This class works at a slower pace when a topic is first introduced as the students tend to require a little more processing time. They started out basic across the board for the most part and their data already shows some improvement to high basic/low proficient. The class is rather large (11 co-teaching students and 15 regular education students). Let me know if you need any more details about the dynamics of the classroom.

Lesson: 5-2: Ratios and Percents **State/district Standard(s): 6.1.A.1.c** 1. Knowledge of Number Relationships and computation/arithmetic A. Knowledge of number and place value 1. Apply knowledge of rational numbers and place value c. Determine equivalent forms of rational numbers expressed as fractions, decimals, percents, and ratios. Assessment Limit: use positive rational numbers (0-100)	**Math Goal(s) for this lesson** Day ONE (Introduction) Students will use positive rational numbers in order to convert and determine equivalent forms of ratios, fractions, decimals, and percents.
Prerequisite Mathematics Knowledge Fractions Division Decimals	**Vocabulary** Ratio Fraction Decimal Rate

p2 Sample 4

Potential Misconceptions or Procedural Mistakes	Main Ideas for Opening
Not realizing exactly what a ratio is to begin with Not remembering how to convert from a fraction to a decimal Dividing improperly when converting from a fraction to a decimal Not understanding that a fraction is a part of all the pieces over all the pieces (i.e. 1/1) Not understanding that a decimal is a part of one whole (i.e. 1)	Students will receive a baggie with different shape pieces in it. The bag will have triangles, hexagons, rhombi, and squares in it. The students will be given a worksheet that has 10 problems on it. The problems ask the students to draw what it tells them to. They must draw what it tells them to, represent it as a fraction, and then divide it to get the decimal equivalent. They will work with a partner in their group to complete this activity. The goal of this is to allow those kinesthetic students something to touch, so they can see exactly what is happening. Then they must draw the pictures which will help give them a visual representation to look at later. The opening for today will be lengthy because I really want them to have a good understanding of what they need to do. As they progress down the front of the worksheet, the problems will get more difficult allowing my advanced students to be challenged. My hope is that in the allotted time, my OGL or students with special circumstances can get through about 7 of the problems during the opening.

Warm-Up	Work Time Questions To Be Assigned
Change the following fractions into decimals... Use whatever method you know. Show all work! 1. 1/3 2. 15/30 Change the following decimals into fractions... Use whatever method you know. Show all work! 3. .75 4. .07	The opening activity will probably become part of the work time. They will do about 4 of the problems for opening and then the rest will count toward the work time. Scaffolding work time: All students should know by the end of the lesson how to determine a ratio from words, convert the ratio into a fraction and change the fraction into a decimal. The students that have a good understanding of this will also be expected to complete some slightly harder problems, not just more problems. Problems #1 - 6 (All students are expected to complete these 6 problems no matter what level they are on)

P3 Sample 4

Goal of the warm-up is just to engage the student's minds and hopefully remind them that they do know how to do this. The problems are all pretty simple; because the objective is to make sure they know how to switch from a fraction to a decimal and a decimal to a fraction.	Problems # 7 & 8 (all the students should get through these problems, but it might take some students longer to finish them) Problems # 9 & 10 (these problems would be for my AGL students who need that extra challenge. I would assign these problems as I walk around and see where the students are. If they need an additional challenge, they will be given the direction to complete these problems) Solo Work: Students will complete 4 word problems that have ratios built into the wording. They must either write the ratio or express it as a decimal or a fraction. EXIT TICKET: Students will complete a 2 problem exit ticket. The first problem will let me know if they truly understand what a ratio is. The second problem is a BCR that will let me see how they are at setting up a ratio and converting to a decimal.

Closing

What do I expect my students to know by the time we are ready to close the lesson?

- What is a ratio
- The different ways to represent ratios (as a fraction, using a colon, and using the words "out of")
- I want them to understand that a ratio is just a fraction that can be expressed multiple ways
- I want them to understand that a ratio can be represented as a fraction and a decimal and eventually as a percent

Presenting the following problems using the ELMO:

- Students will present # 9 & 10 from the front of the worksheet and # 2 and # 4 from the solo work

What questions can I ask to help me understand the thought processes of my students?

- What is special about a ratio?
- If you are not sure how to identify the ratio, what are some strategies you could use?
- How do you know when you are correct when converting from a ratio to a fraction and a fraction to a decimal?

Homework

Worksheet with strategic problems selected. The worksheet will be divided up. My students who take longer to finish assignments will be required to do certain numbers while my advanced students will be required to do more.

Sample 5

Lesson: 8-2 Title: COUNTING OUTCOMES
Grade: 7 Day: WEDNESDAY
Week of OCT 4-8,2010

Content Standards: KNOWLEDGE OF PROBABILITY.

Indicator: DETERMINE THE NUMBER OF OUTCOMES.

Lesson Objective(s):STUDENTS WILL DETERMINE THE NUMBER OF OUTCOMES OF AN EVENT IN ORDER TO SHOW A SAMPLE SPACE.

Materials: PAPER/PENCILS,CALCULATOR, MATH WORKSHEET, COURSE-3 MATH BOOK.

MR. HUGULEY Rm.161 - intensive resource class

Time: 5 min.	Warm Up / Homework Review COLLECTION OF HOMEWORK.
Engage Time: 7 min.	Motivate WARM-UP—STUDENTS WILL DETERMINE THE PROBABILITY OF A SPINNER. 1. P(s) 2. P(d) 3. P(s+ n)
Explore Time: 15 min.	REVIEW THE VOCABULARY (tree diagram). WHY IMPORTANT?
Explain Time: 15 min.	GUIDED PRACTICE: # 1-4 PAGE 380, example#1 PAGE 380, AN EXAMPLE ON THE BOARD ("books").
Elaborate Time: 30 min.	INDEPENDENT WORK: COURSE-3 MATH BOOK- "COUNTING OUTCOMES", COMPLETE # 6,7,9,10,11,12, page 382, WORKSHEET # 1,2 page 451
Evaluate Time: 15 min.	OPEN DISCUSSION OF TODAY'S LESSON.
	Homework Assignment Students will...answer probability questions.

Sample 6

AP English Language 11

October 8, 2010

Overview:

This introductory college-level course gives students an opportunity to explore and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of rhetorical structures and strategies, while simultaneously strengthening their own writing. The course is organized according to the requirements and guidelines of the current *AP English Course Description*, and, therefore students are expected to read critically, think analytically, and communicate clearly both in writing and speech.

Students continue to increase their writing skills by outlining their first comparative essays with a partner. Students were put together because the class is unusually large and I would like students to provide each other with support. Students were split into two groups based on their strengths and weaknesses and then allowed to form groups based on the two large teacher created groups. This grouping will also allow me to meet with each of the 16 groups once a class period. This is the 3rd day of group meetings, day one they explored the essay question and defined/found examples of the stylistic devices. Day two was spent creating a thesis statement and outlining the body of the essay.

Today's Materials: *50 Essays* Textbook, Group Folder with necessary paperwork.

Objective:

The students will:

Use prewriting strategies to generate and develop ideas. In order to compose an analytical essay that compares two essays. The essay prompt/directions are listed below:

Write an essay comparing and contrasting "Learning to Read" by Malcolm X and "Learning How to Read and Write" by Fredrick Douglass. **Your essay must address three of the following elements of style:**

Sample 6
p.3

Assessment Activity:

Students will be instructed to complete the following assignment:

All activities on DAY 3 checklist (salmon colored sheet)

The teacher will offer assistance (particularly to those student who scored below a 2 on the first essay-they are identified by a list in the teacher's gradebook and are paired with someone who received a higher sore so they can benefit from each other)

Closure:

Students will share introductions and conclusions to their essays if time permits.

Students will turn in writing folders.

Homework:

Sample 7

French Immersion /IB French
October 13, 2009

Period 1B
Room: Lib 1

LESSON OUTLINE

This lesson is part of a larger study based on "Les Etudes". Students have already been given a packet with a relevant vocabulary list, Venn diagrams, graphic organizers, several small activities, both oral and written, some factual trivia, a poem by Jacques Prévert which is to be analyzed etc.
Extracts from a popular American film as well as from a French film based on life in high schools have been projected for viewing by the students. A sample of a typical school schedule for high school students in Francehas formed the basis of comparison between French and American high school life.
A hand-out explaining the Conditional tense is included.
Today's lesson corresponds to the "Enquête" on page 6 of the dossier. We are currently in the middle section of this dossier and shall complete the entire package within the next two weeks.

OBJECTIVE:
SWBAT accurately use the Conditional tense to 1) discuss critically, 2) propose reasons and be able to defend them, 3) conduct an inquiry into the value of the system of exams in high school and in college.

WARM UP:
1. Define the following words: a) stimuler, b) erroné, c) idéaliste, d) amoral, e) une elite, f) l'intuition

INTRODUCTORY ACTIVITY (teacher centered)
1. Introduction of grammatical component, the Conditional tense (link to prior knowledge is established): its purpose, its use, structure and conjugation.
2. Introduction to reading activity: a French magazine article on opinions expressed by students of various backgrounds which state whether they are for/against the system of exams
3. The nature of the Reading is discussed: FATP (F = Form, A = Audience, T = Theme, P = Purpose

GUIDED PRACTICE (Teacher monitored for pronunciation/comprehension)
1. Students read passages from a magazine article

Practice: (Student centered, teacher guided for cohesion and coherence of ideas)
1. Class discussion ensues, based on the validity of arguments, vocabulary and grammatical functions.
2. The 5 Cs based on the National Standards of Foreign Language Learning are woven into the discussion:
   Communication: interpretive, interpersonal and presentational communication

Connections: reinforcing and furthering of knowledge of other disciplines, acquiring new information and recognizing distinctive viewpoints
Cultures: gaining understanding of other cultures, demonstrating an understanding of the relationship between practices and cultural perspectives
Comparisons: developing an insight into the nature of Language and Culture
Communities: becoming a life-long learner by using the language for enrichment and personal enjoyment

GROUP/TEAM PRACTICE

1. Using a graphic organizer which is distributed students work in groups to brainstorm on one of the themes given, based on either a) student mastery, b) student failure
2. Students will prepare for a debate (use the Venn diagram for clarity and coherence), to be held the next day that the class convenes. The theme is: "Are you for or against the system of exams in high school and college?"
3. Mr.Nuh, a French speaking teacher has accepted to play the role of a Judge.

HOMEWORK:

1. Students will write sentences with each of the words used for the Warm-up activity so that the definition of each word is explicitly understood
2. Students will complete 2 activities explained in a hand-out which will reinforce their grasp of the conditional tense.

ASSESSMENT

Assessment is both formative and summative and is on-going. Conditional tense rules are checked and reviewed for understanding and accuracy throughout the lesson.
Students are required to hone their skills in comprehension, writing and oral work.
Team work ensures that all students are on-task and helping each other to attain proficiency in the grammar component of the lesson.
Each student's learning style is accommodated and included in clarifications
A RUBRIC establishing grading criteria is distributed to students in advance so they may focus on what is expected and be aware of the skills which will help them to attain the instructional outcomes.

CLOSURE

Each student will record and return to teacher, a form stating what they learnt today, how they will use this knowledge/skill, what they will like to strengthen/learn further, based on this lesson.
Teacher will, subsequently, reflect on student's statements on this form in order to gain feedback from students on their learning, fine-tune and apply modifications as necessary to ensure that each student gains from the lesson.