

*Insert your school logo here.*

**Daily Lesson Plan**

Activity Name: Click or tap here to enter text.

Date: Click or tap here to enter text.

Grade: Click or tap here to enter text.

Staff: Click or tap here to enter text.

|  |  |
| --- | --- |
| **Learning Objective:**Students will be able to…Click or tap here to enter text. | **Sub-Objective:**[ ] 1.1 Core Educational Services (i.e., literacy, mathematics, and science)[ ] 1.2 Enrichment and Support Activities (youth development activities such as nutrition, health, art, music, etc.) |
| [**NYS Social Emotional Learning Benchmark(s)**](https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf) to be addressed:Click or tap here to enter text. | [**NYS Learning Standard(s)**](http://www.nysed.gov/next-generation-learning-standards) to be addressed:Click or tap here to enter text. |
| **Activity/Skills Covered: (based on the** [**OST Observation Instrument**](http://www.pointk.org/resources/files/psaost.pdf) **and** [**RFP**](https://www.p12.nysed.gov/sss/documents/NYSED21CCLC-RFP-gc-22-001_Round8.pdf)**)*** [ ]  Core academic area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Youth development: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* [ ]  Skill Building [ ]  Tutoring and/or Mentoring
* [ ]  Skill practice or reinforcement [ ]  Drug and Violence Prevention
* [ ]  Story reading/listening [ ]  Nutritional Education
* [ ]  Financial and/or Environmental Literacy [ ]  Structured physical activity
* [ ]  Conflict Resolution [ ]  Cultural awareness clubs/programs
* [ ]  Visual and/or Performing Arts [ ]  Community Service
* [ ]  STEM and/or computer science [ ]  College and Career Planning/Preparation
* [ ]  Drug and Violence Prevention [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(as per RFP)*
 |
| **Knowledge of students to inform teaching:** Describe what you know about students. Consider the variety of learners who may require different strategies/supports (e.g., Students with Disabilities, 504, English language learners, etc.)) |
| Click or tap here to enter text. |
| **Evidence of incorporating Culturally Responsive Education** (e.g., books, music, language, etc.) |
| Click or tap here to enter text. |
| **Introduction (state learning objective[[1]](#footnote-2) and key vocabulary[[2]](#footnote-3)):** What is said or done prior to the beginning of the lesson to get the students interested? How are you incorporating what students already know? |
| Click or tap here to enter text. |
| **Explicit Instruction**: What will the instructor be doing and what will the students be doing? Share what the instructor will do and what the students will be ~~ideally~~ doing to help them learn objective (i.e., Active Teaching; Modeling[[3]](#footnote-4), Guided Practice, and Independent Practice (I do, We do, You do); Application; etc.) |
| Click or tap here to enter text. |
| **Special Considerations** (Accommodations/Modifications/Assistive Technology/Equipment) What is needed to make sure lesson is accessible to all students (e.g., Student with Disabilities, English Language Learners, etc.): |
| Click or tap here to enter text. |

1. Learning objective is a statement that describes what the student will be able to do successfully and independently at the end of a specific lesson because of the classroom instruction. All learning objectives contain a concept (main idea) and skill (measurable student behavior). [↑](#footnote-ref-2)
2. Prior to introducing vocabulary, a teacher must do three things: select appropriate vocabulary that will be the most useful to students both at this time and in the future, determine how each word’s meaning will be conveyed, and develop examples to illustrate each word, when helpful, non-examples to establish what the concept is not. [↑](#footnote-ref-3)
3. Modeling involves teaching using think-aloud to reveal to students the strategic thinking required to solve a problem. The teacher models the skill three times. [↑](#footnote-ref-4)