Planning Support Document



Revised Fall 2020

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| Name: | Course: | Program: |

Once you have alignment on your Pre-Planning Four Square, you are ready to proceed to the next step, the Lesson Planning Support Page. The purpose of this activity is further dive into the curriculum scope and sequence to better plan the learning opportunities for your students. This document is practice for when you are a classroom teacher and a fully written lesson plan is not required. We want to ensure that you are reflecting on the various concepts of a lesson so that it becomes a natural process for you. Supporting every child in your classroom means that you consider every child when planning.

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| ***How does your lesson(s) fit within the Curriculum scope and sequence?*** |
| **Standard(s) code:** | **Standard(s) description:** |
| **Previous standard (code and description):** | **Future standard (code and description)** |
| **End of unit task/culminating task** | **Objectives (color-coded)** |
| **Description of assessment that will be collected for this lesson to gauge individual student growth.** |
| ***How does your lesson take into account learning for every student?*** |
| **Essential content/skills:** | **Academic vocabulary:****(label with Tier level)** | **List Teaching Strategies with quick notes** **(identify DI)** |
| **Student misconceptions** | **Probing questions** **(with DOK level)** |
| **Real-time Scaffolding****Tier 1** | **Real-time Scaffolding****Tier 2** | **Real-time Scaffolding****Tier 3** |

The following step will be required for all methods courses but is not required for EDUC 317, 318, or 617.

\*\*Attach your annotated artifact from the Assessment component of the Pre-planning Four Square. Annotate means to fully work through the assessments noting correct and possibly incorrect thinking by students. Also, identify possible misconceptions and real-world connections to the students in your classroom.