**Module 2: Assignment - Daily Lesson Plan**

**Create a lesson plan incorporating techniques from the video**.

You may use your current reading objectives or any grade level reading objective.  
*Your daily plans should include the following:*

**Objectives:**

Objectives state what you want the students to accomplish. List selected objectives from Stage One that will be met with this lesson. **Label DOK level of learning**

**Materials:**

List all the materials (no matter how minor) that you and the students will need for the lesson.

**Opening (Set):**

The anticipatory set gets students focused and interested in the content of the lesson.

It is usually only two to five minutes in length. When writing your set you should:

1. Review the previous day’s learning (optional).
2. State the objective clearly- preview the current lesson.
3. Involve the students with questions, activities, or interaction to get them interested.
4. Make the material relevant by connecting it to real life.

**Learning Tasks (Procedures):**

Procedures are a detailed list of what *you* and the *students* will do to accomplish the objective. Write your procedures as if you are writing them for someone else who will teach the lesson i.e., a substitute. If they can follow your procedures without questioning you, then your procedures are clear.

List your procedures in order.

Example:

1. Provide books about the state government of Mississippi.
2. Divide the students into pairs, making sure the slower readers are paired with a more advanced reader.
3. Let each pair of students choose a book about the state government of Mississippi.
4. Direct the students to look for requirements of state representatives.

**Closure:**

The closure of the lesson should refocus the learner on what was learned. When writing your closure you should:

* 1. Restate the objective
  2. Review the days learning
  3. Involve the learner with questions, summarizing, or performing a review task
  4. Preview what will be learned next in an upcoming lesson

**Differentiated Instruction:**

**Enrichment:** What will you do to challenge students?

**Intervention** (students struggling or in the tier process/response to intervention)**:** What will you do to support/remediate learners?

**Accommodation** (Students in Special Education with IEP)**:** What will you do to accommodate students?

\* Enrichments and interventions should be some change in the ***content*** taught, the ***process*** in which the material is taught, or the ***product*** produced by the student.