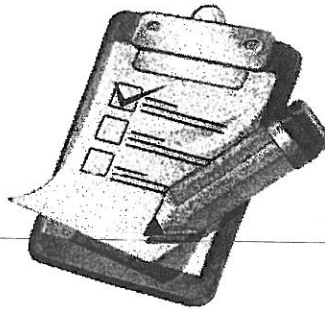


# LESSON PLAN FEEDBACK REPORT



DATE LESSON PLANS TURNED IN: \_\_\_/\_\_\_/\_\_\_ FOR WEEK OF \_\_\_/\_\_\_/\_\_\_

DATE OF FEEDBACK GIVEN: \_\_\_/\_\_\_/\_\_\_ TEACHER: \_\_\_\_\_

\_\_\_ TURNED IN ON TIME \_\_\_\_\_

\_\_\_ TURNED IN LATE (EXCUSED OR UNEXCUSED) \_\_\_\_\_

\_\_\_ OBJECTIVES ARE CLEAR AND CONCISE/NOT COPIED AND PASTED FROM THE WEEK BEFORE \_\_\_\_\_

\_\_\_ VOCABULARY IS CONNECTED/ALIGNED TO THE CURRICULUM/SCANTRON/INTENDED OBJECTIVE/OHIO STANDARDS \_\_\_\_\_

\_\_\_ PACING GUIDES/CURRICULUM MAPS ARE BEING USED AS A GUIDE FOR LESSONS AND IS ON TARGET FOR INSTRUCTION \_\_\_\_\_

\_\_\_ COMMON CORE ALIGNMENT \_\_\_\_\_

\_\_\_ ALL COMPONENTS (OBJECTIVE, VOCABULARY, ESSENTIAL QUESTION, PROCEDURE/ACTIVITY, DIFFERENTIATED ACTIVITIES, FORMATIVE AND SUMMATIVE ASSESSMENTS, CLOSURE AND RESOURCES/MATERIALS) ARE ALIGNED WITH CURRICULUM, STUDENTS' GOALS, REVIEW AND ARE CLOSELY RELATED AND MEANINGFUL TO THE OBJECTIVE \_\_\_\_\_

\_\_\_ THERE IS EVIDENCE OF DAILY REVIEW AND INTERVENTIONS \_\_\_\_\_

\_\_\_ APPROPRIATE TIMES ARE SCHEDULED FOR EFFECTIVE INSTRUCTION AND ASSESSMENTS \_\_\_\_\_

\_\_\_ TEST TAKING SKILLS AND PREPARATION ARE EVIDENT \_\_\_\_\_

STRENGTHS OF LESSON PLANS: \_\_\_\_\_  
\_\_\_\_\_

COMMENTS FOR IMPROVEMENT \_\_\_\_\_  
\_\_\_\_\_

\*Two Day Lesson-Day one and two

Teacher:  
 Subject: WRITING  
 Time of Day:  
 Day/Date:

*Topic or Focus	
Marzano's Instructional Strategy	
*Essential/Guiding Questions	
*Learning Targets	What students should know . . .
	What students should be able to do . . .
*Common Core State Standards  I can...  Crosswalk Standards (Grades 3-5)	
Resources Needed for Lesson	
*Pre-requisite vocabulary	
<b>Assessment</b> (Remember-prettest is the summative and should be given on the first day of the new lesson) *A large % of summative	

assessments should come from Crafter*	
<b>Activating prior knowledge or connections to previous instruction</b>	
<b>Sequence of Instruction</b>	5-8 mins. (I do/We do...)
<b>(Following Sequence of Instruction for each content area)</b>	15-20 mins. (I do...)
	20-30 mins. (They do...)
<b>Wrap-up or student reflection</b>	
<b>Summative Assessments (Please attach)</b>	
<b>Technology Needed</b>	
<b>Special Education Accommodations/ Modifications</b> *See Mrs. Lipscomb/Ms. Girson*	

Please note: This lesson plan template should cover a lesson or topic over a two day period. The components in \*red will not change, but the other components should be changed to meet the needs of student learning. For each content area there should be a lesson plan for the week.

\*Two Day Lesson-Day one and two

Teacher:

Subject: READING

Time of Day: 8:00-9:45 (Kindergarten and 1<sup>st</sup> Grade-Calendar Time 8:00 am)

Day/Date:

<b>*Topic or Focus</b>	
<b>Marzano's Instructional Strategy</b>	
<b>*Essential/Guiding Questions</b>	
<b>*Learning Targets</b>	<b>What students should know . . .</b>
	<b>What students should be able to do . . .</b>
<b>*Common Core State Standards</b>  I can...  <b>Crosswalk Standards (Grades 3-5)</b>	
<b>Resources Needed for Lesson</b>	
<b>*Pre-requisite vocabulary</b>	
<b>Assessment</b> (Remember-prettest is the summative and should be given on the first day of the new lesson) *A large % of summative	

assessments should come from Crafter*	
<b>Activating prior knowledge or connections to previous instruction</b>	
<b>Sequence of Instruction</b>  <b>(Following Sequence of Instruction for each content area)</b>	8:00-8:15am (I do...)
	8:15-8:35am (I do/We do...)
	8:35-8:50am (I do/We do...)
	8:50-9:20am (They do...)
	9:20-9:45am (They do...)
<b>Wrap-up or student reflection</b>	
<b>Summative Assessments (Please attach)</b>	
<b>Technology Needed</b>	
<b>Special Education Accommodations/ Modifications</b> *See Mrs. Lipscomb/Ms. Girson*	

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For each content area there should be a lesson plan for the week.

\*Two Day Lesson-Day one and two

Teacher:  
 Subject: MATH  
 Time of Day:  
 Day/Date:

*Topic or Focus	
Marzano's Instructional Strategy	
*Essential/Guiding Questions	
*Learning Targets	What students should know . . .
	What students should be able to do . . .
*Common Core State Standards  I can...  Crosswalk Standards (Grades 3-5)	
Resources Needed for Lesson	
*Pre-requisite vocabulary	
<b>Assessment</b> (Remember-pretest is the summative and should be given on the first day of the new lesson) *A large % of summative	

assessments should come from Crafter*	
<b>Activating prior knowledge or connections to previous instruction</b>	
<b>Sequence of Instruction</b>  <b>(Following Sequence of Instruction for each content area)</b>	15-20 mins. (I do...)
	10-20 mins. (I do/They do...)
	20-30 mins. (I do/They do...)
	25-30 mins. (We do/They do...)
<b>Wrap-up or student reflection</b>	
<b>Summative Assessments (Please attach)</b>	
<b>Technology Needed</b>	
<b>Special Education Accommodations/ Modifications</b> *See Mrs. Lipscomb/Ms. Girson*	

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\*Two Day Lesson-Day one and two

Teacher:  
 Subject: Science and Social Studies  
 Time of Day:  
 Day/Date:

*Topic or Focus	
Marzano's Instructional Strategy	
*Essential/Guiding Questions	
*Learning Targets	What students should know . . .
	What students should be able to do . . .
*Common Core State Standards  I can...	
Resources Needed for Lesson	
*Pre-requisite vocabulary	
<p><b>Assessment</b>                  (Remember— pre-test is the summative and should be given on the first day of the new lesson)</p> <p>*A large % of summative assessments should come from Crafter*</p>	
Activating prior knowledge or	

<b>connections to previous instruction</b>	
<b>Instructional delivery</b>  (I do...We do...They do...You do...)	I do....
	We do....
	They do....
	You do it ( <b><i>Formative Assessment</i></b> )-
<b>Wrap-up or student reflection</b>	
<b>Summative Assessments (please attach)</b>	
<b>Technology Needed for Lesson</b>	
<b>Special Education Accommodations/ Modifications</b>	

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