

## Daily Lesson Plans

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Intro -ice breakers -rules/expectations -plan -input	Skills/Def -ice breakers	Brainstorm -ice breakers -small group -large group -poll	Topic 1 -discuss -cool down	Topic 2 -discuss -cool down	Topic 3 -discuss -cool down	Reflection -reflection -large group -game

**Day: (Day 1)**

**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:

- A. Provide books about the state government of Mississippi.
- B. Divide the students into pairs, making sure the slower readers are paired with a more advanced reader.
- C. Let each pair of students choose a book about the state government of Mississippi.
- D. 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 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.

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## Day 1

**Objectives:** Get to know one another and begin to create a safe environment for discussion

**Materials:** Humans, chairs, and paper

### **Opening:**

- Introduce the minicourse
- Introduce the need for a safe environment
- Introduce the dynamics of the space

### **Learning Tasks:**

- welcome
- Paper ball game - everyone gets paper and writes something that nobody else would know about them and crumples it up and at the same time they all get thrown across the room and one or two people open up the paper and read the note and everyone else has to guess who wrote it. They can keep the paper and the still crumpled balls get thrown again. Repeat until they are all opened
- Give the spiel about what the minicourse is and what the goal is
  - Allow space for questions comments or concerns
  - What do you need from me? What do we need from each other?
    - take notes (create expectations list)
- Gain student input on the plan for the course
  - Small group discussion
  - Large group discussion

### **Closer:**

- Recap the goal
- Intro idea for next class (skill building)
- Check-in with students

### **Differentiate Instruction:**

**Enrichment:** allow them to create group expectations

**Intervention:** speak with the student and figure out what is wrong and what they need

**Accommodation:** allow students to step out if needed or participate in a way that is comfier

## **Day 2**

**Objectives:** Gain an understanding of the different discussion skills and continue to build community

**Materials:** Smartboard, humans, and chairs

### **Opening:**

- Revisit community
- Intro the idea of discussion skills
- Explain why they matter

### **Learning Tasks:**

- Two truths one lie
- Present a [slide show](#) on discussion skills
- Have two or more students demonstrate each skill as we go

### **Closer:**

- Work in small groups to practice discussion skills (with a light topic)
  - Shift to a large group is ready/needed
- Intro idea for next class (brainstorming)
- Check-in with students

### **Differentiate Instruction:**

**Enrichment:** create space for students to be more involved

**Intervention:** speak with the student and figure out what is wrong and what they need

**Accommodation:** given students access to the slides log term

### **Day 3**

**Objectives:** Gather student input on discussion topics and build community

**Materials:** Whiteboard, humans, skittles, paper towels, and chairs

**Opening:**

- importance of community and communication/input
- intro how the info gathered will be used

**Learning Tasks:**

- skittles warmup 6-12 questions. If you have x color skittle you answer the given question. Students will help create a list of questions before the activity begins.
- breakout in small groups to allow students to discuss possible topics
- come back to large group share ideas
- vote (top three topics kept)

**Clouser:**

- intro idea for next class and answer questions and concerns (discussion)
- check-in with students

**Differentiate Instruction:**

**Enrichment:** allow students to help run warmup

**Intervention:** speak with the student and figure out what is wrong and what they need

**Accommodation:** allow students to step out if needed or participate in a way that is comfier

## **Day 4**

**Objectives:** Allow students to practice discussion skills and build community

**Materials:** Humans, chairs, and whiteboard

**Opening:**

-Review expectations

-Intro topic

**Learning Tasks:**

-Two highs one low

-Discuss topic (will add when chosen)

**Closer:**

-1-10 on class (optional why)

-Check-in with students

**Differentiate Instruction:**

**Enrichment:** allow students to take discussion notes on the board

**Intervention:** speak with the student and figure out what is wrong and what they need

**Accommodation:** allow students to step out if needed or participate in a way that is comfier

## **Day 5**

**Objectives:** Allow students to practice discussion skills and build community

**Materials:** Humans, chairs, and whiteboard

**Opening:**

-Review expectations

-Intro topic

**Learning Tasks:**

-Two highs one low

-Discuss topic (will add when chosen)

**Closer:**

-1-10 on class (optional why)

-Check-in with students

**Differentiate Instruction:**

**Enrichment:** allow students to take discussion notes on the board

**Intervention:** speak with the student and figure out what is wrong and what they need

**Accommodation:** allow students to step out if needed or participate in a way that is comfier

## **Day 6**

**Objectives:** Allow students to practice discussion skills and build community

**Materials:** Humans, chairs, and whiteboard

**Opening:**

-Review expectations

-Intro topic

**Learning Tasks:**

-Two highs one low

-Discuss topic (will add when chosen)

**Closer:**

-1-10 on class (optional why)

-Check-in with students

**Differentiate Instruction:**

**Enrichment:** allow students to take discussion notes on the board

**Intervention:** speak with the student and figure out what is wrong and what they need

**Accommodation:** allow students to step out if needed or participate in a way that is comfier

## **Day 7**

**Objectives:** Reflect on the minicourse and possible next steps

**Materials:** Humans, chairs, sheet, and paper

**Opening:**

-Explain assignment

**Learning Tasks:**

-Sheet game. Split into two teams hold sheet in between drop sheet guess others name.

-Complete reflection [questions](#)

-Small group share

-Large group share

**Closer:**

-Anything I should change? Anything you really liked? (large group)

-Play fun games (if done early)

-carpool

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-zip zap zop

-Thank students

-Check-in with students

**Differentiate Instruction:**

**Enrichment:** have students dig deeper on their reflection

**Intervention:** speak with the student and figure out what is wrong and what they need

**Accommodation:** let students complete the reflection in whatever way works best for them

**Materials List:**

Classroom with smartboard

Sheet (will bring from home)

Paper

Skittles (will buy)