

# Daily Lesson Plan

<b>Subject or unit:</b> <b>Standard:</b> <b>Learning target (do and know):</b>  <b>Main formative assessment (show):</b>		<b>Grade:</b>
<b>Criteria for success (check type):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Self-assessment</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Peer assessment</li> <li><input type="checkbox"/> Exemplars</li> <li><input type="checkbox"/> Nonexemplars</li> <li><input type="checkbox"/> Verbal</li> <li><input type="checkbox"/> Other: _____</li> </ul>		<b>Criteria for success (explain details):</b> Students self-assess their work and complete a checklist with the following criteria for success.  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
<b>The Chunk Explained:</b> <b>What Teacher Will Do</b>	<b>The Chew Explained:</b> <b>What Students Will Do</b> <i>(Place the main formative assessment from preceding section in the appropriate chunk.)</i>	<b>Check for Understanding</b> <i>(Check those that apply.)</i>
<b>Beginning chunks (I do):</b>	<input type="checkbox"/> Individual <input type="checkbox"/> Partners <input type="checkbox"/> Small-group total: _____	<input type="checkbox"/> Exit ticket or final stretch check <input type="checkbox"/> Electronic tools <input type="checkbox"/> Whiteboards for quick checks <input type="checkbox"/> Turn-and-talk <input type="checkbox"/> Documented teacher observation <input type="checkbox"/> Writing <input type="checkbox"/> Self-assessment or peer assessment <input type="checkbox"/> Main formative assessment evidence <input type="checkbox"/> Other: _____

<p><b>Middle chunks (we do, two do):</b></p>	<p> <input type="checkbox"/> Individual  <input type="checkbox"/> Partners  <input type="checkbox"/> Small-group total: _____         </p>	<p> <input type="checkbox"/> Exit ticket or final stretch check  <input type="checkbox"/> Electronic tools  <input type="checkbox"/> Whiteboards for quick checks  <input type="checkbox"/> Turn-and-talk  <input type="checkbox"/> Documented teacher observation  <input type="checkbox"/> Writing  <input type="checkbox"/> Self-assessment or peer assessment  <input type="checkbox"/> Main formative assessment evidence  <input type="checkbox"/> Other: _____         </p>
<p><b>Ending chunk (you do):</b></p>	<p> <input type="checkbox"/> Individual  <input type="checkbox"/> Partners  <input type="checkbox"/> Small-group total: _____         </p>	<p><i>(Analyze the main formative assessment by determining if the criteria for success are in place.)</i></p>
<p style="text-align: center;"><b>Change</b></p> <p><i>(Explain how you might regroup, preteach, reteach, tier, design stations, facilitate individual goal setting, urge independent inquiry, employ continuous learning, or have students self-assess.)</i></p>		