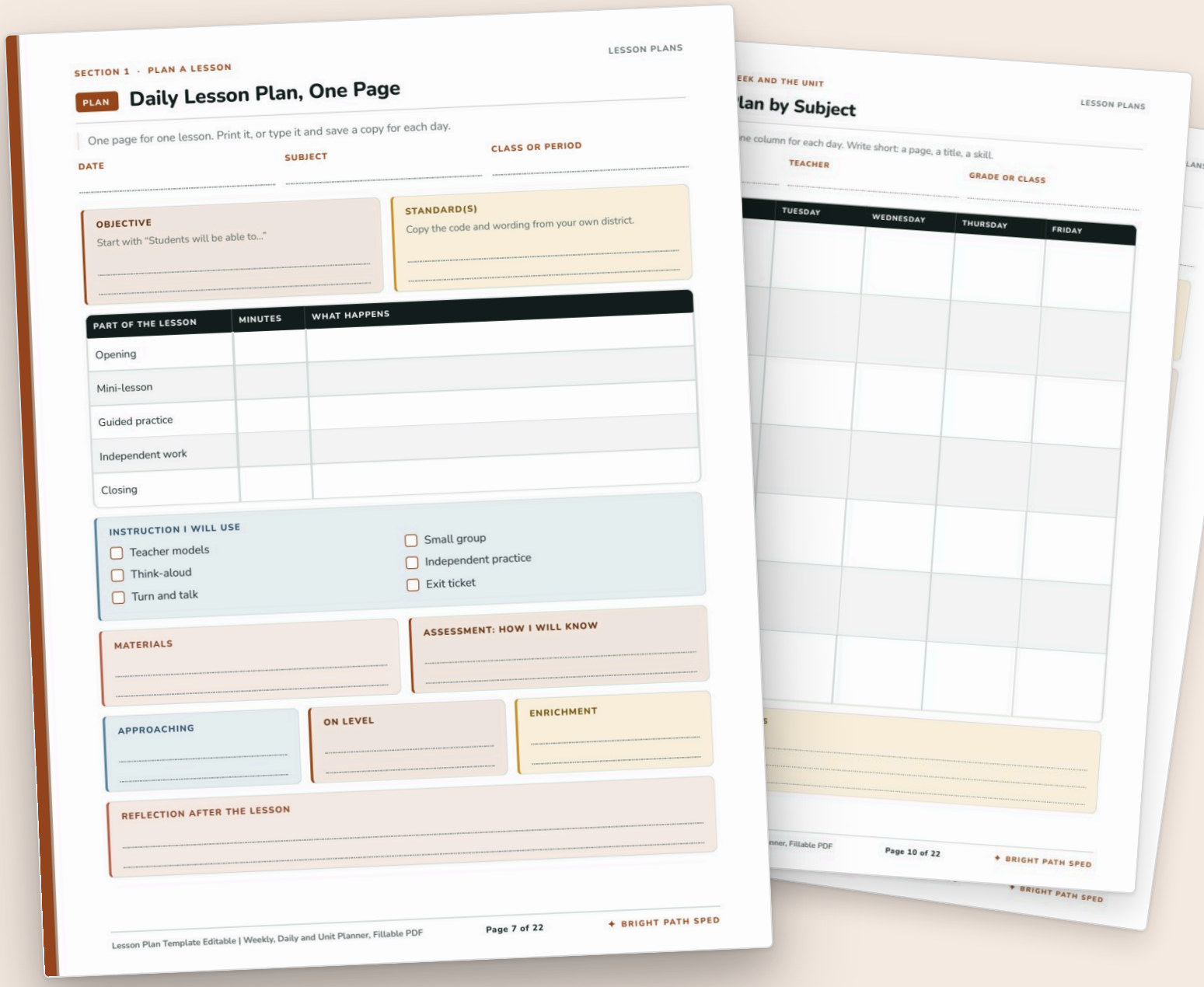
TEACHER PLANNER · CLASSROOM FORMS

EDITABLE

Lesson Plan Template



22 PAGES | DAILY + WEEKLY + UNIT | FILLABLE PDF | TYPE OR PRINT

✦ BRIGHT PATH SPED

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A NOTE ON STUDENT INFORMATION

Pages you fill in will contain confidential student information. Keep completed pages secure, follow your district's FERPA and records policies, and consider using first names or initials on anything that leaves your classroom.

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FILL IT IN, THEN COPY IT

Type a plan once, save it, and print as many copies as you need. Pages with a blank grid also print for a pen.

PAGE FOR THE CHILDREN

Page 18 is the exit ticket. Print one for each student.

PREVIEW

PRINT

Binder Cover and Spine

Type the title and the school year, then print.

Lesson Plans

Plan the lesson, the week and the unit, then look back, all in one binder.

BINDER TITLE

TEACHER

CLASS OR GRADE

SCHOOL YEAR

SPINE LABEL (PRINT, CUT OUT AND SLIDE INTO THE BINDER SPINE)

SPINE TEXT

SCHOOL YEAR

SPINE STRIP · CUT ALONG THE DASHED LINE

HOW TO USE THIS PAGE

Type the title, your name and the school year, then print. Slide the cover into the clear sleeve on the front of the binder and the spine strip into the sleeve on its edge. The divider tabs are on page 6.

A LINE FOR THE FRONT POCKET

PREVIEW

PLAN

Daily Lesson Plan, One Page

One page for one lesson. Print it, or type it and save a copy for each day.

DATE

SUBJECT

CLASS OR PERIOD

OBJECTIVE

Start with “Students will be able to...”

STANDARD(S)

Copy the code and wording from your own district.

PART OF THE LESSON	MINUTES	WHAT HAPPENS
Opening		
Mini-lesson		
Guided practice		
Independent work		
Closing		

INSTRUCTION I WILL USE

- ☐ Teacher models
- ☐ Think-aloud
- ☐ Turn and talk
- ☐ Small group
- ☐ Independent practice
- ☐ Exit ticket

MATERIALS

ASSESSMENT: HOW I WILL KNOW

APPROACHING

ON LEVEL

ENRICHMENT

REFLECTION AFTER THE LESSON

PREVIEW

PLAN

Small-Group Plan

Use initials or first names only, and keep a filled-in page somewhere secure.

WEEK OF

SUBJECT

TIME OF DAY

#	GROUP NAME	STUDENTS (INITIALS)	SKILL OR FOCUS	MATERIALS	DAYS WE MEET
1					
2					
3					
4					
5					

PREVIEW

PLAN FOR THE FIRST GROUP

Warm-up, the new idea, practice, check.

WHAT THE REST OF THE CLASS DOES

NOTES ON HOW EACH GROUP DID

PLAN

Weekly Plan by Day

One row for each day, with room to write what happens and how you will check it.

WEEK OF

TEACHER

SUBJECT OR THEME

DAY	OBJECTIVE	ACTIVITIES	MATERIALS	ASSESSMENT
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

PREVIEW

BIG GOAL FOR THE WEEK

REMINDERS

CHECKLIST

Weekly Prep and Copies Checklist

Tick each item as you set it out. Never write a password on a page that leaves your room.

WEEK OF

TEACHER

DAY	SHEETS TO COPY	HOW MANY	WHERE THEY ARE
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

SET OUT BEFORE SCHOOL

- [ ] Copies stacked by day
- [ ] Materials in bins
- [ ] Board and slides ready
- [ ] Books on the shelf
- [ ] Technology tested

STILL TO DO

HELP I NEED (A VOLUNTEER, A PARTNER TEACHER, THE LIBRARY)

PREVIEW

SUMMARY

Week Roll-Up: What Got Taught

Five days into one picture. Add up the counts from the reflection page.

WEEK OF

SUBJECT

TEACHER

DAY	OBJECTIVE TAUGHT	GOT IT	ALMOST	NOT YET
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

LESSONS PLANNED

TAUGHT AS PLANNED

MOVED TO NEXT WEEK

WHAT TO RETEACH

WHAT TO MOVE ON FROM

CHANGE FOR NEXT WEEK

PREVIEW

FOR KIDS

My Exit Ticket

My name

Show what you learned.

Today I learned

One question I have

Draw it.

PREVIEW

REFERENCE

Lesson Plan Phrase Bank

> Every line is a starter: fill the blank from your own plan.

Starters for the plan, the reflection and the note home. Finish each one with what you planned, a count or a page number — not a label for a student.

WRITING AN OBJECTIVE

- Students will be able to ____ using ____.
- By the end of the lesson, students will ____.
- Students will show ____ by ____.
- Today we practice ____ so that ____.
- Students will explain ____ in their own words.
- Students will compare ____ and ____.

DESCRIBING THE LESSON

- I will model ____ and then students will ____.
- Students will work with a partner to ____.
- We will read ____ and stop to ____.
- Students practice ____ for ____ minutes.
- The class will finish by ____.
- I will use ____ to check who is ready.

DIFFERENTIATING

- Approaching: students get ____ to help with ____.
- On level: students ____ on their own.
- Enrichment: students go on to ____.
- I will meet with a small group about ____.
- Students may choose between ____ and ____.
- I will give extra time for ____.

LOOKING BACK

- ____ of ____ students met the objective.
- The exit ticket showed ____.
- I will reteach ____ because ____.
- The part that worked was ____.
- Next time I will change ____.
- Tomorrow we start with ____.

WRITING HOME

- This week we learned ____.
- Ask your child to show you ____.
- You can help at home by ____.
- Next week we will ____.
- Please remember ____ on ____.
- Thank you for ____.

WHAT A STARTER IS NOT

Not a label and not a conclusion about a student. Every starter ends in what was planned, what was seen, or a count.

PAIRING A STARTER WITH ITS PAGE

Objective starters go on the daily plan (page 7); looking-back starters on the reflection (page 15).

STARTERS I ADD FOR MY OWN CLASS

PREVIEW