

Sequential Lesson Plan Unit

Directions

Overview:

Lesson sequencing is the process of organizing several lesson plans, focused on one topic of study, which will be taught consecutively. The practice of purposeful lesson sequencing is to create a continuum of learning which builds upon the previously taught lesson (scaffolding) while maximizing optimal learning outcomes. Clear end objectives and sequenced lessons allow teachers to anticipate opportunities for differentiation and assessment check points. The teacher can scaffold the new concept, skill or strategy, so that students have access to support as they gain new knowledge and meet the lesson's measurable objective(s). Creating a sequential lesson plan unit will showcase the teacher's ability to anticipate the needs of the students while meeting the grade level standards

Program Supervisors will help the student teacher explain this detailed project to the Supervising Practitioner (for 12 week placements) as well as brainstorm possible lesson content and pacing. Remember, one of these lessons will be evaluated using the *Student Teaching Assessment Tool*, (STAT). Detailed Program Supervisor feedback (within TaskStream) is critical to the success of this project. Frequent dialogue regarding the development of the lessons will ensure that the student teacher learns the importance of long term planning coupled with formative assessment along the way.

Part I – Planning

Develop a series of sequential lesson plans (3) in the same curriculum focus for a target group of students.

Provide the following information in narrative form:

a. Summary of the target student population

- Describe the target group of students.
- State the number of students.
- State the age or grade level of the students.
- Describe special characteristics of the students.

b. Select Curriculum Focus

- Select subject/topic/content area
- Select the specific standards (Arizona College and Career Readiness Standards, Common Core Standards or other state standards) for each of the lesson plans.

c. Describe pre- assessments (*benchmarks, rubrics, observations, check-lists, etc.*).

- Describe the assessment used to pretest students' prior knowledge

Unit of Study Prompts

- **Provide a rationale for how the pre-assessment results will guide your instruction.**
- d. **Provide a detailed timeline highlighting the relevant instructional lessons and assessments for the unit of study's learning experience.**

Part II – Instruction

Create 3 sequential lesson plans (using the Lesson Design Template) in TaskStream.

Part III – Reflection

Reflect on learning from this series of lesson plans.

- a. **Describe and analyze, in narrative (paragraph) form, assessment results and individual student growth.**
- b. **Provide examples of how daily instructional decisions impacted student growth.**
- c. **Describe how student progress data will inform future instruction.**