

## Parallel Instructional/Lesson Plan (Hunter/Betts)

<p><b>Title:</b></p> <p><b>Time:</b></p> <p><b>Materials Needed:</b></p> <p><b>Lesson Objective(s):</b></p> <p><b>Standards Addressed:</b></p> <p><b>Before the Lesson Anticipatory Set</b></p> <p><b>During the Lesson (Procedure):</b></p> <p><b>Instructional Input:</b></p> <p><b>Model:</b> Provide models or examples, such as: using technically correct written and oral language, courtesy, listening skills, acceptance, project/product, etc.</p> <p><b>Check for Understanding:</b> Plan for monitoring student understanding by seeing a variety of responses from varied students. This may be formative or summative, informal or formal.</p> <p><b>Guided Practice:</b> Break down learning into manageable steps by providing examples, demonstrations, and guided practice to ensure student understanding.</p> <p><b>Independent Practice:</b></p> <p><b>After the Lesson:</b></p> <p><b>Closure (summary):</b> Briefly review what has been accomplished, reinforce key concepts, and establish a frame of reference for the next lesson.</p>	<p>Accommodations/ Modifications</p> <p><b>Accommodations</b> are changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks.</p> <p><b>Modifications</b> are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.</p>
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