Teacher:       Week of:       Topic:

This lesson plan template is intended to provide guidance to programs using a hybrid model of instruction which combines in-person and full-distance instruction.

This template is not required, and teachers may adjust it to their needs or create a lesson plan format that better suits their teaching style.

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| **Traditional Instruction**   * **Each cohort attends school for a half day of traditional instruction. One cohort attends in the morning and the other half attends in the afternoon.** * **Instructional activities may alternate daily in order to provide exposure to all components in the IQ Guide for Daily Schedule during traditional instruction.** | | | | | | |
| **Time**  Insert times for AM & PM cohorts. | **Activity** | **Date:** | **Date:** | **Date:** | **Date:** | **Date:** |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **(****)**  **(     )** | **Opening Activity/Circle Time** | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: |
| **(     )**  **(     )** | **Story #1** | Title:  GELDS: | Title:  GELDS: | Title:  GELDS: | Title:  GELDS: | Title:  GELDS: |
| **(     )**  **(     )** | **Phonological Awareness** | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: |
| **(     )**  **(     )** | **Music with Movement** | Title/Activity:  GELDS: | Title/Activity:  GELDS: | Title/Activity:  GELDS: | Title/Activity:  GELDS: | Title/Activity:  GELDS: |
| **(     )**  **(     )** | **Large Group Literacy** | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: |
| **(     )**  **(     )** | **Closing Activity** | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: |
| Materials and/or activity choice for outdoor play: | | | | | | |

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| **Distance Learning**   * **Children have planned instructional activities including materials provided by the teacher for the time they are not in class.** * **Activities not included from the IQ guide for Daily Schedule during traditional instruction should be planned for during distance learning.** | | | | | |
| **Activity** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Family Led Activity #1**  **(Storytime #2)** | Story:  Link:  GELDS: | Story:  Link:  GELDS: | Story:  Link:  GELDS: | Story:  Link:  GELDS: | Story:  Link:  GELDS: |
| **Family Led Activity #2**  **(math, science, social studies, literacy, etc.)** | Activity:  Materials Needed:  Family Support Needed:  GELDS: | Activity:  Materials Needed:  Family Support Needed:  GELDS: | Activity:  Materials Needed:  Family Support Needed:  GELDS: | Activity:  Materials Needed:  Family Support Needed:  GELDS: | Activity:  Materials Needed:  Family Support Needed:  GELDS: |
| **Independent Play**  Materials and/or activity for 60 minutes of independent play | Activity:  Materials Needed:  GELDS: | Activity:  Materials Needed:  GELDS: | Activity:  Materials Needed:  GELDS: | Activity:  Materials Needed:  GELDS: | Activity:  Materials Needed:  GELDS: |
| **Other Instructional Activities**  **(Optional)** | Activity:  Materials Needed:  Family Support Needed:  GELDS: | Activity:  Materials Needed:  Family Support Needed:  GELDS: | Activity:  Materials Needed:  Family Support Needed:  GELDS: | Activity:  Materials Needed:  Family Support Needed:  GELDS: | Activity:  Materials Needed:  Family Support Needed:  GELDS: |

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| **Planning for Individualization** (use this space as needed) | | | | | |
| Planning for individualization may be documented below or on the main page of the Lesson Plan Template | | | | | |
|  | Student(s):  Activity/Skill:  Student(s):  Activity/Skill: | Student(s):  Activity/Skill:  Student(s):  Activity/Skill: | Student(s):  Activity/Skill:  Student(s):  Activity/Skill: | Student(s):  Activity/Skill:  Student(s):  Activity/Skill: | Student(s):  Activity/Skill:  Student(s):  Activity/Skill: |

**Hybrid (Split Schedule) Small Group Template**

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| **Traditional Small Group Instruction**   * **15-30 minutes daily of teacher-directed/independent instruction with 3-6 students per group.** * **A small group reading and supporting activity should be planned at least once per week.** * **A small group math lesson should be planned at least once per week.** | | | | | | |
| **AM Cohort** | | | | | | |
| **Time** | **Group** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **(**     **)** | **Lead**  **Teacher** | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: |
| **(**     **)** | **Assistant Teacher** | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: |
| **(**     **)** | **Independent Group** | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: |
| **PM Cohort** | | | | | | |
| **(**     **)** | **Lead**  **Teacher** | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: |
| **(**     **)** | **Assistant Teacher** | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: |
| **(**     **)** | **Independent Group** | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: |

**Hybrid Model Planning for Assessment Template**

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| Teacher: |

* Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
* Spontaneous collection of documentation will occur throughout each day, therefore there will be no evidence of planning for many items collected.
* During traditional instruction, documentation can be collected as usual.
* For distance learning activities, photos and work samples can be collected through photos or artifacts submitted by families.

**Indicate specific activities below.** Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at [www.decal.ga.gov](http://www.decal.ga.gov).

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| **MATRIX** | | | **PHOTOS with descriptor** | **OBSERVATIONAL NOTES** | | **WORK SAMPLES** |
| Monday |  | |  |  | |  |
| Tuesday |  | |  |  | |  |
| Wed. |  | |  |  | |  |
| Thursday |  | |  |  | |  |
| Friday |  | |  |  | |  |
|  | | | | | | **Notes, comments & reminders** |
| Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant. | | | | | |  |
| PS = Personal and Social Development  LL = Language and Literacy | | M = Mathematical Thinking  S = Scientific Thinking  SS = Social Studies | | | A = The Arts  PDH = Physical Development and Health |