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 meet their needs or create a lesson plan format that better suits their teaching style.

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| **Traditional Instruction*** **Both teachers should work with children and collect assessment documentation throughout the day.**
* **Children attend school for 2-4 days of traditional instruction and participate in 1-3 days of distance learning.**
 |
| **Time** | **Activity** | **Day:**       | **Day:**       | **Day:**       | **Day:**       |
| **(**     **)** | **Opening Activity/Circle Time** | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       |
| **(**     **)** | **Music and Movement** | Title/Activity:      GELDS:       | Title/Activity:      GELDS:       | Title/Activity:      GELDS:       | Title/Activity:      GELDS:       |
| **(**     **)** | **Story Time** **#1** | Title:      GELDS:       | Title:      GELDS:       | Title:      GELDS:       | Title:      GELDS:       |
| **(**     **)** | **Large Group****Literacy**  | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       |
| **(**     **)** | **Phonological Awareness** | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       |
| **(**     **)** | **Story Time #2** | Title:      GELDS:       | Title:      GELDS:       | Title:      GELDS:       | Title:      GELDS:       |
| **(**     **)** | **Closing Activity** | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       |
| Materials and/or activity choice for outdoor play:       |

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| **Traditional Small Group Instruction (on-site)*** **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.**
* **To the extent possible, each child should participate in a planned small or independent lesson each time he/she is on site for instruction.**
 |
| **Time** | **Group** | **Day:**       | **Day:**       | **Day:**       | **Day:**       |
| **(**     **)** | **Lead****Teacher** | 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:       |
| **(**     **)** | **Independent****Group** | 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:       |

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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:       |

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| **Distance Learning Days*** **Children can participate in distance learning that could include a combination of online instruction and learning activities prepared by the teacher and sent home to be completed with family support.**
* **Large group activities should be live and recorded and posted/emailed to those families whose children could not join the live lesson. (On days when the entire class is full distance).**
* **No more than 60 minutes daily for whole group online instruction. (Consider dividing this time into smaller periods of time during the day.)**
 |
| **Time and Link to Join/View** | **Activity** | **Day:**       | **Day:**       | **Day:**       |
| **(**     **)** | **Opening Activity/Circle Time** | Activity:      Materials Needed:      Family Support Needed:      GELDS:       | Activity:      Materials Needed:      Family Support Needed:      GELDS:       | Activity:      Materials Needed:      Family Support Needed:      GELDS:       |
| **(**     **)** | **Music and Movement** | Title/Link:      GELDS:       | Title/Link:      GELDS:       | Title/Link:      GELDS:       |
| **(**     **)** | **Story Time #1** | Story:      Link:      Questions:      GELDS:       | Story:      Link:      Questions:      GELDS:       | Story:      Link:      Questions:      GELDS:       |
| **(**     **)** | **Large Group Literacy** | Activity:      Materials Needed:      Family Support Needed:      GELDS:       | Activity:      Materials Needed:      Family Support Needed:      GELDS:       | Activity:      Materials Needed:      Family Support Needed:      GELDS:       |
| **(**     **)** | **Phonological Awareness** | Activity:      Materials Needed:      Family Support Needed:      GELDS:       | Activity:      Materials Needed:      Family Support Needed:      GELDS:       | Activity:      Materials Needed:      Family Support Needed:      GELDS:       |
| **(**     **)** | **Story Time #2**The second story could be completed independently with the child’s family. | Story:      Link:      Questions:      GELDS:       | Story:      Link:      Questions:      GELDS:       | Story:      Link:      Questions:      GELDS:       |
| **(**     **)** | **Outdoor Play** Materials and/or activities for outdoor play are not required for each lesson. It is appropriate to suggest families allow children to play outside with no specific activity. | Activity:      Materials Needed:      GELDS:       | Activity:      Materials Needed:      GELDS:       | Activity:      Materials 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:       |

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| **Virtual Small Group Instruction (Optional for days when entire class is full distance.)*** **15-30 minutes daily of teacher-directed instruction with 3-6 students per group. Both teachers should be engaged with children in small group and/or individual groups throughout the day as possible.**
 |
| **Time &****Link to Join** | **Group** | **Day:**       | **Day:**       | **Day:**       |
| **(**     **)** | **Lead Teacher** | Activity:      Students:      GELDS:       | Activity:      Students:      GELDS:       | Activity:      Students:      GELDS:       |
| **(**     **)** | **Assistant Teacher** | 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.
* On days with traditional instruction, documentation can be collected as usual.
* On distance learning days, photos and work samples can be collected through photos and artifacts submitted by families or screenshots taken during live sessions.
* Consider having one teacher collect assessment data while the other leads instruction during a live session AND/OR teachers can record live sessions and review them later to collect assessment data.

**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 ThinkingS = Scientific ThinkingSS = Social Studies | A = The ArtsPDH = Physical Development and Health |