# Daily lesson plan template (one page)

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|---|---|---|---|
| **Lesson title** | | **Date** | |
| **Grade / class** | | **Duration** | |
| **Subject** | | **Standard (verify locally)** | |

**Learning objective**
Students will be able to... (observable verb + content + condition)

**Success criteria and evidence**
I will know students met the objective when they...

**Materials and preparation**
Copies, slides, manipulatives, links, room setup

| Part | Min | Teacher does | Students do | Check / evidence |
|---|---|---|---|---|
| **Warm-up / hook**<br>Retrieval or a question | | | | |
| **Instruction / model**<br>Explain, show, think aloud | | | | |
| **Guided practice**<br>Practice together, give feedback | | | | |
| **Independent practice**<br>Students show the skill alone | | | | |
| **Closure / exit ticket**<br>Collect evidence of the objective | | | | |

**Support and extension**
Scaffolds, accommodations, early-finisher task

**After the lesson**
Who met the objective? Who needs reteaching? What changes tomorrow?

# Daily lesson plan example: Grade 3 opinion writing

Illustrative 45-minute lesson. Replace the prompt and model paragraph with your own; no classroom results are claimed.

| | | | |
|---|---|---|---|
| **Lesson title** | One opinion, two reasons | **Duration** | 45 minutes |
| **Grade / class** | Grade 3 | **Subject** | ELA, writing |
| **Standard (verify locally)** | CCSS.ELA-LITERACY.W.3.1: write opinion pieces on topics or texts, supporting a point of view with reasons | **Materials** | Model paragraph, sticky notes, linking-word card, exit slip |

**Learning objective**
Students will write an opinion paragraph that states an opinion, gives two reasons linked with "because" or "also", and ends with a concluding sentence.

**Success criteria and evidence**
Paragraph has (1) a clear opinion, (2) two reasons that support it, (3) at least one linking word, (4) a concluding sentence. Evidence: paragraph collected at the end.

| Part | Min | Teacher does | Students do | Check / evidence |
|---|---|---|---|---|
| Warm-up | 5 | Ask: "Should recess be longer?" Students stand on one side of the room to vote. | Tell a partner one reason for their choice. | Listen for reasons vs. repeated opinions. |
| Model | 10 | Read a model paragraph on "Our class should have a reading corner." Color-code opinion, reasons, linking words and conclusion. | Name each part as the teacher colors it. | Cold-call: "Which sentence is a reason?" |
| Guided | 10 | Write a class paragraph on the recess question, students choosing the reasons. | Suggest reasons; decide which ones are strongest. | Thumbs up or down: does this reason support the opinion? |
| Independent | 15 | Confer with three students; prompt "Why?" when a reason is missing. | Choose a topic card and write their own paragraph. | Teacher notes on the four criteria. |
| Closure | 5 | Partners check each other with the four-point list. | Underline the opinion, number the reasons. | Collect paragraphs; sort by the first missing criterion. |

**Support and extension**
Support: sentence frames ("I think... because..."), topic cards with pictures. Extension: add an example to each reason.

**After the lesson**
Tomorrow: small group on reasons that support the opinion for students who repeated the opinion instead of giving reasons.

Original Draft My Lesson layout, free to use and adapt. Standards in the examples are cited for US schools that use them; check your own state or district framework before teaching.