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| **Subject: Grade: Class Period Bell Schedule: Length of Class Time:**  |
| **Topic/Theme/Unit** | **Purpose(s) - Content, Language, and Social:** | **Materials/Resources:****☐ PowerPoint (included if used)****☐ Resource Documents (included if used)** |
| **Standards Addressed (list the standard in its entirety):**  |
| **Measurable Objective:** |
| **Essential Question:**  |
|  **Introducing the Lesson – around 5-10 minutes** |
| **Think about how you will do the following as you plan your Intro…*** **Make lesson purposes (content-language-social) clear to your students?**
* **Connect to prior learning?**
* **Ensure relevance and interest in the content?**
* **Model and demonstrate**
* **Notice what students are learning and still need to learn?**
* **Provide multiple explanations for a new concepts?**
* **Allow for student interaction?**
 | **Description of Lesson:**  | **Time:** |
| **Teacher Inquiry Questions for Consideration:** | **Anticipating Student Thinking/Misconception Questions:** |

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| **Guided Practice** |
| **Think about how you will do the following as you plan your lesson…*** **Determine grouping (pairs, groups) for this activity?**
* **Allow students a variety of methods and modalities in which to respond?**
* **Assist students in processing information?**
* **Know that each student thought through and formulated a response to questions?**
* **Prompt and cue as needed?**
* **Ensure the students have sufficient language support to be successful in collaborative tasks?**
* **Determine the complexity of the task?**
* **Provide students with hands-on experiences and practice?**
* **Hold students accountable for their learning?**
* **How will you differentiate instruction to meet a variety of student needs?**
 |  **Description of Lesson:** | **Time:** |
| **Teacher Inquiry Questions for Consideration:** | **Anticipating Student Thinking/Misconception Questions:** |

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|  **Closing the Lesson – around 5 minutes** |
| **Think about how you will do the following as you plan your closing…*** **Intervene with students who are not ready to move on?**
* **Assess at the close of the lesson to determine who has mastered content and who needs further assistance?**
* **Support students in connecting concepts to future lessons and exploring real-life applications?**
* **Provide opportunities for students to self-assess?**
 | **Description of Lesson:**  | **Time:** |
| **Teacher Inquiry Questions for consideration:** | **Anticipating Student Thinking/Misconception Questions:** |
| **Extending the Lesson** |
| **Think about how you will do the following as you plan your lesson…*** **Extend the lesson to those who are ready to move on?**
* **Offer opportunities for students to extend their learning?**
* **Endorse independent learning or more in-depth study of content for students?**
 | **Description of the Extension:** |
| **Assessment** |
| **Formative:***[Describe the activities or tasks available during or at the end of this individual lesson for students to show their progress in learning a new skill. How will you know whether all students made progress toward the objective?]*   | **Summative:***[How will student outcomes be measured either in this lesson or during a larger, over-arching unit assessment? Describe this even if you are not the one giving the summative assessment.]* |
| **Please use appropriate codes to identify your implementation of the following elements through your lesson description** |
| FA – Formative Assessment MCE – Multicultural Education SEA - Special Education Accommodation TI – Technology Integration GA – Gifted and/or Advanced Accommodation |
| **Summary of Instructional Procedures** |
| **Students will engage in:**\_\_\_\_Independent Activities\_\_\_\_Cooperating Learning\_\_\_\_Peer Tutoring\_\_\_\_Pairing\_\_\_\_Whole Group instruction | \_\_\_\_Lecture\_\_\_\_Simulations/Demonstration\_\_\_\_Hands-On Learning\_\_\_\_Learning Stations\_\_\_\_Technology Integration\_\_\_\_Field Trip | \_\_\_\_Guest Speaker\_\_\_\_Role Play\_\_\_\_Reading Integration\_\_\_\_Math Integration\_\_\_\_Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Thinking Beyond the Lesson** |
| **How will this lesson tie into the next lesson?** | **How does this lesson fit into a bigger unit of study?** | **How will *technology* be used in this lesson or within the bigger unit of study to enhance student learning?** |
| **SPED MODIFICATIONS AND ACCOMODATIONS**\_\_\_Short instructions (1-2 steps)\_\_\_provide written instructions\_\_\_repeat instructions \_\_\_Colored transparency\_\_\_large print/Braille  | \_\_\_highlighted reading\_\_\_peer assistance \_\_\_check for understanding often\_\_\_reduced assignment\_\_\_extra time for oral response\_\_\_extra time for written response | \_\_\_use of comm. device\_\_\_preferred seating \_\_\_behavioral supports\_\_\_student choice\_\_\_other IEP required assistance\_\_\_Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **ENGLISH LANGUAGE LEARNERS**\_\_\_Multiple options for demonstrating  understanding \_\_\_Interactive lesson \_\_\_Check frequently for understanding \_\_\_Homework modification | \_\_\_one-on-one instruction \_\_\_Pre-reading activities\_\_\_choral reading \_\_\_Mirroring\_\_\_Build on prior knowledge  | \_\_\_Annotated Text\_\_\_Pre-teach vocabulary \_\_\_partner/collaborative work\_\_\_Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |