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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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |