**Lesson plan (# )**

|  | **Grade:** | **Lesson duration:** |
| --- | --- | --- |
| **Topic/Title of lesson:** | | |

| **STANDARD(s) ADDRESSED** | *(Student Learning Standards. Include the progress indicator number and text of each standard.)* | | | |
| --- | --- | --- | --- | --- |
| **CENTRAL FOCUS** | *(The central focus is an overarching goal of the learning segment or big idea for student learning. The central focus is a description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment.)* | | | |
| **EU/EQ** | (*What are Enduring Understanding(s) and/or Essential Question(s) that guide the lesson?)* | | | |
| **LEARNING OBJECTIVES** | *(Include specific, focused outcomes for students) Phrase this as “students will be able to X (objective) as demonstrated by Y (evidence)”* | | | |
| **ASSESSMENT STRATEGY** | *What assessment(s) will you use to know that the students are meeting the learning objectives?* *State type(s) of assessment and what is being assessed [Pre-assessment, Formative, And Summative].* | | | |
| *[Pre-assessment]* | | | |
| Learning Objective | Assessment | Learning Criteria (How will you know that students have met and/or are moving toward meeting that LO?) | | Implementation (whole class, grouped, individual, & adaptations) |
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|  |  |  | |  |
|  |  |  | |  |
| **ACADEMIC VOCABULARY/**  **LANGUAGE** | *(List academic language (Elementary only: language function, syntax, discourse) in this lesson)*  *Language function:*  *Vocabulary:*  *Syntax:*  *Discourse:* | | *Describe the supports for each language demand in this lesson. Address whole class and individual needs.* | |
| **PRIOR KNOWLEDGE AND CONCEPTIONS** | *(What prior knowledge, skills and/or academic language do these students need to have that will help them be successful with this lesson? Any misconceptions you may anticipate?)* | | | |

**UDL/PLANNED SUPPORT**

*(Discuss the universally designed decision guided by learner diversity and/or individualized adaptations for the variety of learners in your class/group who may require different strategies/support (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children).*

| **UDL:**  ***How are you universally designing your lesson with your focus learner in mind? What other characteristic of diverse learners are considering through UDL?*** | Multiple means of representation | Multiple means of expression | Multiple Means of engagement |
| --- | --- | --- | --- |
|  |  |  |
| **ADAPTATIONS with focus learner noted: *If you were not able to meet your focus learners needs through UDL, what individual adaptations will you use to meet your focus learners needs (especially ELLS)*** |  | | |

**MATERIALS, RESOURCES, and INSTRUCTIONAL TECHNOLOGY**

| **What resources and technology do you need to teach the lesson:** | **What materials, technology will students need?** |
| --- | --- |
|  |  |

**INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES**

*(Describe explicitly what the teacher and the students will do to meet learning outcomes. Use bulleted or numbered list)*

|  | **What is the teacher doing?** | **What are students doing? (including adaptions)** |
| --- | --- | --- |
| **LAUNCH/**  **Beginning ( mins)**  *How will you engage students and capture their interest? 3-7 minutes* |  |  |
| **LEARNING ACTIVITIES/**  **Middle ( mins)**  *“I do” “We do” “You do” How will you explain/ demonstrate knowledge /skills required of each objective? How will you ensure that students have multiple opportunities to practice? How will you address the academic language demands?* |  |  |
| **CLOSURE/**  **End ( mins)**  *How will students summarize and state the significance of what they learned? 3-7 minutes* |  |  |
| **Extension/Reinforcement/Homework** | | |
| **Family/Community Engagement—optional** | | |

**\* Please attach copies of assessments and/or handouts to be used**