|  |  |
| --- | --- |
| **Name:**  | **Grade Level:**  |
| **Topic/Central Focus** *A description of the important understandings and core concepts you want students to gain in the lesson.* | **Subject:** |
| **Time Frame:** *List the length of the lesson* |

|  |
| --- |
| **Standard(s) to be met in the lesson:***Quote the standard – number and text*  |
| **Learning Objective:** (Will include a strong verb)*Include an observable student action with a measurable outcome.*Example: The student will be able to (TSWBAT) explain one unintended consequence of WWI. | **Assessment Tool(s) and Procedures:**(Will be a noun with explanation)*Method, tool, or grading system used to assess student learning of the objective.* Example: Rubric, checklist, worksheet, etc. with explanation of how it will be used.  |

|  |
| --- |
| **Research-Based Best Practice used in lesson and why it is appropriate/useful***Name and describe an instructional strategy you have learned in class and why it is appropriate for this lesson* |
| **Student Engagement used throughout the lesson***Give a description of how you get students actively involved in this lesson.**(student/teacher, student/student, student/small groups, student/materials, student/technology, etc.)* |
| **Academic Language:***Academic language represents the “language of the discipline” used to engage students in learning. Record the language function (typically the active verbs in objectives) and/or the vocabulary (subject specific words necessary for understanding) of the lesson.*Examples of function: compare, identify, arrange / Examples of vocabulary: trench, propaganda, alliance |
| **Materials:***List instructional materials needed by student and/or teacher* | **Technology:***Justify use of technology to help students meet learning objectives. If technology is intentionally absent, explain why.* Example: Students will add examples of unintended consequences of WWI to a Padlet board and then respond to peer responses. |
| **Faith/Values Integration:** *Include strategies for faith and values integration as is appropriate or meaningful for the lesson (not required)* |
| **Assets (Knowledge of Students: personal, cultural, community)***Define students’ prior knowledge and experiences that will help them succeed in the lesson.* *Will primarily be completed when lesson is actually taught in a field experience or ST setting* |
| **Common Errors, Misconceptions, or Misunderstandings for this lesson***Identify common errors or potential misunderstandings students may face in the lesson. Identify how you plan to address them.* |

|  |
| --- |
| **Differentiating Instruction***Identify the elements of the lesson that are differentiated (content, process, product).Identify the student characteristic you will use to differentiate (readiness, interest, learning profile).Explain how you differentiate (whole class, groups of students, individuals, or students with IEPs or 504 plans)**Consider the prompts above and circle areas of differentiation in the lesson. Define or explain.* |
| **Instructional Sequence with time allotments:** (Use bullet points to add detail below)1. **Hook/Engage/Pre-Assess Students**

*Intentionally prepare students for the lesson.*1. **Communicate the purpose of the lesson to students (objective/assessment)***Clearly state the purpose of the lesson in student language*
2. **Ongoing Instructional Plan:***Thoroughly define the instructional steps. Use bullets or numbers to list each step.*
3. **Closure:**

*Teacher and/or students should revisit the purpose of the lesson*. *Strive to have students be involved in this process.* |

**Analyzing Teaching (Reflection):***Complete after the lesson is taught.*

|  |
| --- |
| **Give evidence that the lesson was successful for students meeting the learning objective(s).**  |
| If you could teach this lesson to the same group of students again, what are two or three things you would do differently to improve the learning of these students based on their varied developmental and academic needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment. Explain in the table below. |
| **Clearly state each change you would make.** | **Explain why and how you would change it.** |
|  |  |
|  |  |
|  |  |