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| *OVERVIEW:* | | | |
| Teacher Candidate: | | | |
| Content Area(s): | | Unit of Instruction: | |
| Central Focus of Learning Segment: | | | Lesson Number: |
| Grade: | Estimated Length of Lesson: | | Date to be Taught: |

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| *LEARNING STANDARDS:* | |
| *Only include standards and specific portions of those standards that will be assessed in this lesson.* | |
| Common Core |  |
| State |  |

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| *LEARNING OBJECTIVES AND ASSESSMENTS:* | | |
| Standards  Alignment  (number) | Learning Objective(s):  (SWBAT + behavior [or language function] + content + condition + criterion or degree of proficiency) | Informal and Formal Assessment(s):  (assessment type and what it assesses) |
| *Add or delete rows as needed.* | | |
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| *ACADEMIC LANGUAGE:* |
| Language function addressed in this lesson is: |
| Vocabulary developed in this lesson include: |
| Syntax and/or discourse addressed in this lesson is/are: |

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| *STUDENTS’ KNOWLEDGE, SKILLS, AND ASSETS:* |
| Students’ prior academic learning to be built on in this lesson includes: |
| Students’ prior language skills to be built on in this lesson include: |
| Students’ real-world interests and knowledge to be built on in this lesson are: |

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| *PLANNED SUPPORTS AND DIFFERENTIATION:* |
| Planned supports / multiple representations to help students access content of instruction include: |
| Planned supports / multiple means of engagement to help students carry out the learning tasks include: |
| Planned supports / multiple means of expression to help students express their understandings include: |
| Planned supports to help students carry out the language function(s) and meet language demands (vocabulary, syntax, discourse) include: |
| Additional differentiation of content, process, and/or product(s) includes: |
| Accommodations and/or modifications for specific learners with identified needs (e.g., IEP, 504 Plan, ELL, at-risk, above grade level, etc.) are: |

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| *INSTRUCTIONAL AND LEARNING MATERIALS, TEXTS, AND RESOURCES:* | |
| Materials |  |
| Texts |  |
| Technology |  |

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| *SEQUENCE OF INSTRUCTIONAL STRATEGIES AND LEARNING TASKS:* |
| *Add or delete rows as needed. Section titles may be renamed based on lesson design.* |

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| Teacher Actions: (e.g., instruction, directions, multi-level questions, management, assessment, etc.) | Student Actions: (e.g., learning tasks, peer-to-peer interactions, high-access and engagement strategies, performances, etc.) |

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| *Introduction – Estimated time ( )* |

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| *Development – Estimated time ( )* |

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| *Closure – Estimated time ( )* |

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*Complete this section after teaching the lesson.*

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| *ANALYSIS AND REFLECTIONS ON TEACHING AND LEARNING:* |
| 1. To what extent were you successful in **creating a safe, comfortable, motivating, and challenging learning environment**? What is your specific evidence? What obstacles did you encounter? How might you address these in the future? |
| Reflections: |
| 1. To what extent were you successful in **designing instruction and learning tasks** **that promoted** **students’ academic and language learning**? What is your specific evidence? What obstacles did you encounter? How might you address these in the future? |
| Reflections: |
| 1. To what extent were you successful in **promoting students’ critical thinking and application of the targeted concepts and skills during instruction**? What is your specific evidence? What obstacles did you encounter? How might you address these obstacles in the future? |
| Reflections: |
| 1. To what extent were you successful in **supporting the learning of all students**? What is your specific evidence? What obstacles did you encounter? How might you address these obstacles in the future? |
| Reflections: |
| 1. To what extent were you successful in **assessing students’ achievement of the learning objectives**? What is your specific evidence? What obstacles did you encounter? How might you address these obstacles in the future? |
| Reflections: |