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| *OVERVIEW:* | | | |
| Teacher Candidate: | | | |
| Content Area(s): | | Unit of Instruction: | |
| Central Focus of this Lesson: | | | |
| Grade: | Estimated Length of Lesson: | | Lesson Number in this Unit |

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| *LEARNING STANDARDS:* | |
| *Only include standards and specific portions of those standards that will be assessed in this lesson.* | |
| Standards |  |
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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 (e.g., inform, analyze, problem solve) |
| Vocabulary developed in this lesson include: |
| Syntax and/ or discourse addressed in the 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, knowledge, and cultural knowledge to be built on in this lesson are: |

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| *PLANNED SUPPORTS AND DIFFERENTIATION:* | | |
| *Considerations for Universal Design for Learning:*  *List planned supports below and* ***bold face these features*** *in the Sequence of Lesson section:* | | |
| Multiple means of representation (How will students be exposed to the content?) | Multiple means of engagement (How will students interact with the content?) | Multiple means of expression (How will students show what they have learned?) |
| Accommodations and/or modifications for the specific learners with identified needs described on the lesson planning cover page (e.g., IEP, 504 Plan, ELL, at-risk, above grade level, role of paraprofessionals, etc.) are: | | |

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

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| *SEQUENCE OF LESSON (INSTRUCTIONAL STRATEGIES AND LEARNING TASKS):* |
| ***Bold face features*** *that indicate Planned Supports (from section above)*  *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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| *ANALYSIS AND REFLECTIONS ON PLANNING FOR TEACHING AND LEARNING: Complete this section after teaching the lesson. Respond to each prompt, providing evidence of student learning, obstacles you encountered, and how you might address this in the future.* |
| 1. Describe how you **created a safe, comfortable, motivating, and challenging learning environment**. |
| Reflections: |
| 1. Describe how you designed instruction to be **culturally relevant**. Describe how you addressed **issues of multi-culturalism and social justice**. |
| Reflections: |
| 1. Describe how you **designed instruction and learning tasks that promoted students’ academic and language learning**. |
| Reflections: |
| 1. Describe the ways you **supported the learning of the range of students in your class** (including advanced, on-grade level, and at-risk learners). Describe how you aligned students’ needs with instructional strategies. |
| Reflections: |
| 1. Describe how you assessed the **students’ achievement of the learning objectives, critical thinking, and application of the targeted concepts and skills**. |
| Reflections: |