

Grade Level Being Taught:

Subject/Content:

Group Size:

Date of Lesson:

Lesson Content	
<p><b>What Standards (national or state) relate to this lesson?</b>                      (You should include ALL applicable standards. Rarely do teachers use just one: they'd never get through them all.)</p>	
<p><b>Essential Understanding</b>                      (What is the big idea or essential question that you want students to come away with? In other words, what, aside from the standard and our objective, will students understand when they finish this lesson?)</p>	
<p><b>Objectives- <u>What</u> are you teaching?</b>                      (Student-centered: What will students know and be able to do after this lesson? Include the ABCD's of objectives: action, behavior, condition, and degree of mastery, i.e., "C: <b>Given a sentence written in the past or present tense, A: the student B: will be able to re-write the sentence in future tense D: with no errors in tense or tense contradiction</b> (i.e., I will see her yesterday)."                      Note: Degree of mastery does <b>not</b> need to be a percentage.)</p>	

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<p><b>Rationale</b>                  Address the following questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why are you teaching this objective?</li> <li><input type="checkbox"/> Where does this lesson fit within a larger plan?</li> <li><input type="checkbox"/> Why are you teaching it this way?</li> <li><input type="checkbox"/> Why is it important for students to learn this concept?</li> </ul>	
<p><b>Evaluation Plan- <u>How will you know</u> students have mastered your objectives?</b></p> <p>Address the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What formative evidence will you use to document student learning during this lesson?</li> <li><input type="checkbox"/> What summative evidence will you collect, either during this lesson or in upcoming lessons?</li> </ul>	
<p><b>What Content Knowledge is necessary for a teacher to teach this material?</b></p>	

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<p><b>What background knowledge is necessary for a student to successfully meet these objectives?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you ensure students' have this previous knowledge?</li> <li><input type="checkbox"/> Who are your learners?</li> <li><input type="checkbox"/> What do you know about them?</li> <li><input type="checkbox"/> What do you know about their readiness for this content?</li> </ul>	
<p><b>What misconceptions might students have about this content?</b></p>	
<p><b>Lesson Implementation</b></p>	
<p><b>Teaching Methods</b> (What teaching method(s) will you use during this lesson? Examples include guided release, 5 Es, direct instruction, lecture, demonstration, partner word, etc.)</p>	

<p><b>Step-by-Step Plan</b>                  (What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.)</p> <p>Where applicable, be sure to address the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What Higher Order Thinking (H.O.T.) questions will you ask?</li> <li><input type="checkbox"/> How will materials be distributed?</li> <li><input type="checkbox"/> Who will work together in groups and how will you determine the grouping?</li> <li><input type="checkbox"/> How will students transition between activities?</li> <li><input type="checkbox"/> What will you as the teacher do?</li> <li><input type="checkbox"/> What will the students do?</li> <li><input type="checkbox"/> What student data will be collected during each phase?</li> <li><input type="checkbox"/> What are other adults in the room doing? How are they supporting students' learning?</li> <li><input type="checkbox"/> What model of co-teaching are you using?</li> </ul>	<p><u>Time</u></p>	<p><u>Who is responsible (Teacher or Students)?</u></p>	<p>Each content area may require a different step-by-step format. Use whichever plan is appropriate for the content taught in this lesson. For example, in science, you would detail the 5 Es here (Engage/Encountering the Idea; Exploring the Idea; Explanation/Organizing the Idea; Extend/Applying the Idea; Evaluation).</p>
<p><b>What will you do if...</b></p>	<p><b>...a student struggles with the content?</b></p>		
<p><b>What will you do if...</b></p>	<p><b>...a student masters the content quickly?</b></p>		

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<p><b>Meeting your students' needs as people and as learners</b></p>	<p><b>If applicable, how does this lesson connect to the interests and cultural backgrounds of your students?</b></p>
	<p><b>If applicable, how does this lesson connect to/reflect the local community?</b></p>
	<p><b>How will you differentiate instruction for students who need additional challenge during this lesson (enrichment)?</b></p>
	<p><b>How will you differentiate instruction for students who need additional language support?</b></p>
<p><b>Accommodations (If needed)</b>                  (What students need specific accommodation? List individual students (initials), and then explain the accommodation(s) you will implement for these unique learners.)</p>	
<p><b>Materials</b>                  (What materials will you use? Why did you choose these materials? Include any resources you used. This can also include people!)</p>	