**Section 1: Planning**

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| **Name:** |  |
| **Date:** |  |
| **Lesson Topic:** |  |
| **Overview:** | ***In 2-3 sentences, summarize the purpose of the lesson. This should be an introduction to the class activity.*** |
| **National/State Learning Standards:** | ***Review national and state standards to become familiar with the standards you will be working with in the classroom environment.***  ***Your goal in this section is to identify the standards that are the focus of the lesson being presented. Standards must address learning initiatives from one or more content areas, as well as align with the lesson’s learning targets/objectives and assessments.***  ***Include the standards with the performance indicators and the standard language in its entirety including its name.*** |
| **Objectives:** | ***This should not be a summary of the lesson, but a measurable statement demonstrating what the student will be assessed on at the completion of the lesson. For instance, “understand” is not measureable, but “describe” and “identify” are.***  ***For example:***  ***Given 10 problems on multiplication of fractions, the student should get at least 8 correct.*** |
| **Academic Language (optional)** | ***In this section, include a bulleted list of the general academic vocabulary and content-specific vocabulary you need to teach. In a few sentences, describe how you will teach students those terms in the lesson.*** |
| **Materials:** | ***List all resources, materials, equipment, and technology you and the students will use during the lesson. Add or attach copies of ALL printed and online materials at the end of this template. Include links needed for any online resources.*** |

**Section 2: Instruction**

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| **Instructional lesson of Topic**  *Your goal in this section is to explain how the teacher would present the content. For example, they may present the material using guided notes, graphic organizers, video or other visual media, hands-on manipulatives, adaptive technologies, etc.*  *In a bulleted list, describe the materials they will use throughout the lesson to support learning.* ***Bold*** *any materials you will need to prepare for the lesson.*  *For example:*   * *Use a* ***Venn diagram graphic organizer*** *to teach students how to compare and contrast the two main characters in the read-aloud story.* * *Model one example on the white board before allowing students to work on the Venn diagram graphic organizer with their elbow partner.* | **Time Needed** |
| **Activity Instructions**  *Your goal for this section is to outline how the teacher will engage students in interacting with the content and academic language. How will students explore, practice, and apply the content? For example, the teacher may engage students through collaborative group work, hands-on activities, experiments, problem solving, etc.*  *In a bulleted list, describe the class activity the teacher will engage students in to allow them to explore, practice, and apply the content.* ***Bold*** *any activities they will use in the lesson. Also, include any formative questioning strategies and higher order thinking questions they might pose.*  *For example:*   * *Use a* ***matching card activity*** *where students will need to find a partner with a card that has an answer that matches their number sentence.* * *Model one example of solving a number sentence on the white board before having students search for the matching card.* * *Have the partner who has the number sentence explain to their partner how they got the answer.* | **Time Needed** |
| **Assessment**  *Your goal in this section is to explain the various ways in which your students will demonstrate what they have learned.*  *In a bulleted list, explain the options the teacher will provide for the students to express their knowledge about the topic. For example, students may demonstrate their knowledge in more* ***summative*** *ways through a short answer or multiple-choice test, multimedia presentation, written sentence, reflection, etc.* ***Bold*** *the names of any summative assessments.*  *Students may also demonstrate their knowledge in ways that are more formative. For example, students may take part in thumbs up-thumbs middle-thumbs down, a short essay or drawing, an entrance slip or exit ticket, mini-whiteboard answers, electronic quiz games, hand raising, etc.**Underline the names of any formative assessments.*  *For example:*  *Students will complete a* ***one-paragraph reflection*** *on the in-class simulation they experienced. They will be expected to write the reflection using complete sentences, proper capitalization and punctuation, and utilize an example from the simulation to demonstrate their understanding. Students will also take part in formative assessments throughout the lesson, such as thumbs up-thumbs middle-thumbs down and pair-share discussions, where you will determine if you need to re-teach or re-direct learning.* | **Time Needed** |
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| **Extension Activity and/or Homework (optional)**  *Identify and describe any extension activities or homework tasks as appropriate. Explain how the extension activity or homework assignment supports the learning targets/objectives. Attach any copies of homework at the end of this template.* | **Time Needed** |