Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Previous Lesson’s Assessment Findings/Deficiencies:** | |
| **Learning Target/Outcome/Objective(s):** (What will students know and be able to do as a result of this lesson?)  **We will be able to** | |
| **Aim/Essential Question:** | |
| **Standard(s) Addressed:** | **Materials:** |
| **Anticipated Misconceptions:** | |
| **CEP/District Goals Addressed in this Lesson**  \_\_\_ Incorporating Highly Utilized Vocabulary  \_\_\_ Explain Textual Evidence in Writing  \_\_\_ Supporting Foundational Skills (Math)  \_\_\_ Supporting Students in How to use the Calculator (Math)  \_\_\_ Teaching Organization Skills  \_\_\_ Addressing Equity and Access  \_\_\_ Increased capacity of Multilingual Learners  \_\_\_ Aligned Instruction that Meets the Needs of IEP Students  \_\_\_ SEAL (Social, Emotional, Academic Learning Connections)  **How this lesson address the area(s) selected:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Advanced Literacy/Algebra for All Components**: | |
| **Connection to ELA/Math State Exam:** | |
| **Learning Activity:** (What will students do and how will they do it?) (Include approximate time allocations) | |
| **Pivotal Questions:** | |
| **Academic Vocabulary:** (What key terms are essential to this lesson?) | |
| **Learning Groups:** (How will you group students based on data?)  **Group 1 – Group 2 –**  **Group 3 – Group 4 –**  **Group 5 – Group 6 –**  **Rationale for grouping: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Multiple Entry Points** (How are you addressing the needs of **all** students?):  \_\_\_ Modification of task for individual/groups of students  \_\_\_ Leveled texts  \_\_\_ Power Point presentation  \_\_\_ Use of graphic organizers  \_\_\_ Use of manipulatives  \_\_\_ Audio/Visual aids  \_\_\_ Chart Paper with color-coded steps  \_\_\_ Use of document camera  \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Adjustments/Modifications for IEP/ENL Students** (Be specific): | |
| **Use of Formative Assessment of/for Student Learning** (How will you monitor student understanding throughout the lesson? How will you **and** your students know if they have successfully met the learning target/outcome?):  \_\_\_ Monitor learning with an **assessment checklist**  \_\_\_ Informal Assessments from class participation  \_\_\_ Medial Assessment:  \_\_\_ Self-Assessment  \_\_\_ Peer-Assessment  \_\_\_ Exit Slips  \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Lesson Recap** (Students should be able to answer the aim question at the end of the class): | |
| **Homework:** | |
| **Next Steps:** | |
| **Lesson Reflection:** (What changes should I make to this lesson?) | |