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

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

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

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| **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?) |