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 in Mathematics  \_\_\_ Supporting Students in How to use the Calculator  \_\_\_ Teaching Organization Skills  \_\_\_ Increased capacity of Multilingual Learners  \_\_\_ Aligned Instruction that Meets the Needs of IEP Students  \_\_\_ SEL (Social Emotional Learning Connections)  **How this lesson address the area(s) selected:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Learning Activity:** (What will students do and how will they do it?) (Include approximate time allocations) | |
| **Pivotal Questions:** | |
| **Connection to ELA/Math State Exam:** | |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Multi-Tiered System of Supports for this Lesson**:  **Tier 1:**  \_\_Scope and sequence curriculums  \_\_Differentiation  \_\_Ability Grouping  \_\_Routine data collection to monitor the progress of students  \_\_Other supports and instruction\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Tier 2**:  \_\_Extra practice with support  \_\_Support such as extra time for assessments, breaking down large assessments, assistive technology  \_\_Small social-emotional groups  \_\_Small groups or student pullout to assist in areas of struggle  \_\_Other supports and instruction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Tier 3**:  \_\_Individualized instruction outside of the classroom (related services, additional support or tutorials)  \_\_Functional Behavioral Assessment/Behavior Intervention Plan  \_\_Individual, time sensitive support counseling  \_\_Specific instruction that was implemented through data from classroom work and assessment.  \_\_Other supports and instruction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **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?) | |