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?) |