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| ***OVERVIEW:***  |
| **Teacher Candidate(s):** |
| **Contextual Considerations:** |
| **Unit of Instruction:** | **Essential Questions of Unit:** |
| **Central Focus of this Lesson:** | **Lesson Number:** |
| **Grade:** | **Estimated Length of Lesson:**  | **Date to be Taught:** |

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| ***LEARNING STANDARDS:*** |
| **Content Area(s):**  |  |
| **Learning Standards:**(Indicate Common Core, NYS, and/or District) |  |

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| ***GOAL(S) or GUIDING QUESTION(S) FOR THIS LESSON:*** |
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| ***OBJECTIVES AND ASSESSMENT TOOLS:*** |
| **Content Objective(s):** (written in observable terms and including Bloom’s Taxonomy level)**C.O. 1:****C.O. 2:** | **Assessment(s)Used to Monitor Student Performance:** (indicate informal or formal for each)**C.A.1:****C.A.2:** |
| **Process Objective(s):** (as appropriate for content area)**P.O. 1:****P.O. 2:**  | **Assessment(s) Used to Monitor Student Performance:** (indicate informal or formal for each)**P.A. 1:****P.A. 2:** |
| **Attitude/Disposition/Social Emotional Learning Objective(s)** (not required in all lessons)**A/D/SEL O.1:** | **Assessment(s) Used to Monitor Student Performance:** (indicate informal or formal for each)**A/D/SEL A. 1:** |
| **Feedback to Students:** (How will you give feedback to the students about their progress?) |

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| ***MATERIALS, TEXTS, AND TECHNOLOGY RESOURCES:*** |
| **Materials:** |  |
| **Texts:** |  |
| **Technology Resources:** |  |

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| ***PREREQUISITE KNOWLEDGE AND SKILLS:*** |
| **Students should know:** |  |
| **Students should be able to:** |  |

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| ***ATTENTION TO LANGUAGE DEVELOPMENT:*** |
| **Academic Language Function** |  |
| **Academic Language Demands** | Vocabulary:Syntax:Discourse: |

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| ***ATTENTION TO THE NEEDS OF DIVERSE STUDENTS:*** *In Appendix A, complete a positive student profile on 3focus students present for this lesson. List below specific strategies to support all students.* |
| **Multiple Means of Representation:** |  |
| **Multiple Means of Expression:**  |  |
| **Multiple Means of Engagement:** |  |
| **Modifications for Specific Students:** |  |

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| ***SEQUENCE OF INSTRUCTION AND LEARNING TASKS:*** *(In Appendix B, include copies of key instructional materials for this lesson, such as presentation slides, interactive whiteboard images, and handouts.) Please note: the organization of this section may vary depending on content area.* |
| **Introduction:****(Estimated Time: )** |  |
| **Development:****(Estimated Time: )** |  |
| **Closure:****(Estimated Time: )** |  |

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| ***OUTREACH TO FAMILY AND/OR COMMUNITY:*** |
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*Complete this final section after lesson has been taught:*

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| ***ANALYSIS OF STUDENT LEARNING AND REFLECTIVE ANALYSIS OF THIS LESSON:*** |
| 1. **Promoting a Positive Learning Environment:**
	1. Describe how you demonstrated respect and responsiveness for the diverse students and their needs. How did you motivate and engage the students throughout this lesson?
 |
| 1. **Engaging Students in Learning:**
	1. To what extent were the objectives of your lesson met? Provide evidence of student learning.
 |
| * 1. Describe the specific ways this lesson addressed the literacy/ELA OR mathematical needs of your students.
 |
| 1. **Deepening Student Learning during Instruction:**
	1. Describe the ways in which you promoted higher order thinking and opportunities for students to apply content and/or literacy/ELA understandings, knowledge, or skills in meaningful ways.
 |
| 1. **Analyzing Teaching:**
	1. Describe the ways in which you supported learning for the whole class and for students who require greater support (e.g., focus students) during this lesson.
 |
| * 1. Describe your pedagogical practices during this lesson. What changes did you make before and during the teaching of this lesson? What will you do differently next time and why?
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| ***APPENDIX A: POSITVE STUDENT PROFILE FOR THREE STUDENTS PRESENT FOR THIS LESSON*** |
| **Directions:** Select three focus students to keep in mind during this lesson designing process. These students should represent an academic, behavioral and/or social range of students in your class (e.g. struggling, average, high performing).Write a positive student profile for each of the students, include the following information: 1) background, 2) likes/dislikes, 3) intelligences, 4) strengths, 5) communication skills/needs, 6) behavior, 7) academic performance, 8) social skills, 9) concerns, and 10) other relevant information. |
| ***Student 1: Positive Student Profile*** |
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| ***Student 2: Positive Student Profile*** |
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| ***Student 3: Positive Student Profile*** |
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| ***APPENDIX B: KEY INSTRUCTIONAL MATERIALS*** |
| **Directions:** Include copies of key instructional materials for this lesson, such as presentation slides, interactive whiteboard images, and handouts. |