

OVERVIEW:		
Teacher Candidate(s):		
Contextual Considerations: <i>Identify relevant demographic information, resources, practices, and /or expectations of the school, classroom, and students that need to be considered in the planning of this lesson.</i>		
Unit of Instruction: <i>Title of Unit</i>	Essential Questions of Unit: <i>Open-ended questions that help students identify meaning and real-world relevance of this unit of instruction.</i>	
Central Focus of this Lesson: <i>The core concepts this lesson will address, including literacy/ELA and mathematical strategies and skills, as appropriate.</i>		Lesson Number:
Grade:	Estimated Length of Lesson:	Date to be Taught:

LEARNING STANDARDS:	
Content Areas:	<i>List the content area(s) this lesson addresses. Interdisciplinary teaching is encouraged as much as possible.</i>
Learning Standards: <i>(Indicate Common Core, NYS, and/or District)</i>	<i>List the specific district, state and/or national standards this lesson addresses.</i>

GOAL(S) or GUIDING QUESTION(S) FOR THIS LESSON:
<i>These are the reasons for planning and implementing this lesson; what questions will your students be able to answer after the lesson that leads to the overall unit's purpose; what are the expected long-term learning outcomes?</i>

OBJECTIVES AND ASSESSMENT TOOLS:			
Content Objective(s): (written in observable terms and including Bloom's Taxonomy level) C.O. 1: C.O. 2:	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <i>Provide brief, clear statements that describe the desired learning outcomes of instruction in observable terms; objectives should align with the assessment strategies designed for this lesson</i> </div>	Assessment(s) Used to Monitor Student Learning: (indicate informal or formal for each) C.A.1: C.A.2:	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <i>List/describe the assessment tools used to monitor the learning of the students.</i> </div>
Process Objective(s): (as appropriate for content area) P.O. 1: P.O. 2:		Assessment(s) Used to Monitor Student Learning: (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 Learning: (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?) <i>Describe specific ways in which you will provide feedback to your students. Include samples of any rubric, checklist, and qualitative feedback you will use.</i>
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MATERIALS, TEXTS, AND TECHNOLOGY RESOURCES:

Materials:	List all materials needed for this lesson, including student and teacher supplies; have the materials prepared and organized in advance.
Texts:	Properly cite the texts and resources you will use in this lesson.
Technology Resources:	List the technology resources needed for this lesson. Be sure to check for proper operation of these resources BEFORE the lesson.


PREREQUISITE KNOWLEDGE AND SKILLS:

Students should know:	Describe the students' prior content knowledge as related to this lesson. How is this lesson a reasonable next step?
Students should be able to:	Describe the students' skills and academic experiences as related to this lesson. How will you utilize the students' abilities to engage and further their learning?

ATTENTION TO LANGUAGE DEVELOPMENT:

Academic Language Function	List the content and language focus of the learning task represented by the active verbs within the objectives.
Academic Language Demands	Describe how academic language will be used by students in: <u>Vocabulary:</u> The content-specific and general academic vocabulary required for students to understand and communicate the content and concepts. <u>Syntax:</u> The grammatical and organizational patterns of language required for students to communicate accurately. <u>Discourse:</u> The patterns of speaking and writing required for interpretation and participation in content-specific conversation and text.

ATTENTION TO THE NEEDS OF DIVERSE STUDENTS: In Appendix A, complete a positive student profile on 3 focus students present for this lesson. List below specific strategies to support all students.

Multiple Means of Representation:		In these sections, describe the variety of resources & strategies you will use to allow the students to access and engage in the content of this lesson. These strategies should accommodate for the strengths and needs of all students in the class; consider multi-modality resources, multi-level texts, and providing choice to engage in the topic and demonstrate understanding
Multiple Means of Expression:		
Multiple Means of Engagement:		
Modifications for Specific Students: (i.e.: Focus Students)	In this section, describe student specific differentiation strategies you will use. These modifications should align with the needs of your students, including the focus students you have profiled.	

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 (i.e., section labels, number of sections) of the instructional sequence may vary depending on content area.

Although this section is divided into three lesson phases, it may be more appropriate to use a different organization or title for each section. Consult with your course instructor for specific formatting requirements.

Introduction: (Estimated Time:)	This is the short opening of your lesson that will pique the interest of the students. In this part of the lesson, it would also be appropriate to share your behavioral and learning expectations with the students. This part of a lesson is also known as "the launch," "the hook," and "the anticipatory set."
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Development: (Estimated Time:)	<i>This is the main body of your lesson where new learning and connections will be facilitated. In this section, you must provide detailed, step-by-step descriptions of the learning tasks (i.e.: what you and the students will do throughout the lesson). Include your plan for distributing materials, moving students within the classroom, transitioning between lesson segments, and the questions you will ask.</i>
Closure: (Estimated Time:)	<i>Closure is an important part of a lesson signaling a transition from this topic to the next lesson/activity for the students. The closure should provide an opportunity for the students to reflect on their learning and to set the stage for subsequent lessons on this topic.</i>

OUTREACH TO FAMILY AND/OR COMMUNITY:

Describe homework, extended projects, and opportunities that connect student learning with the family and community.

Complete this final section after lesson has been taught:

ANALYSIS OF STUDENT LEARNING AND REFLECTIVE ANALYSIS OF THIS LESSON:

The purpose of this section is to reflect on the planning and implementation of this lesson. As much as possible, provide specific evidence for your statements. Use examples of student responses, actions, and work. It is also appropriate to include feedback from observers of your lesson (i.e.: college supervisor, peer preservice teacher, cooperating teacher). The statements in this section should be thoughtful and meaningful to show the depth of your reflective thinking about teaching.

1. Promoting a Positive Learning Environment:

- a. 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:

- a. To what extent were the objectives of your lesson met? Provide evidence of student learning.
- b. Describe the specific ways this lesson addressed the literacy/ELAOR mathematical needs of your students.

2. Deepening Student Learning during Instruction:

- a. 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.

3. Analyzing Teaching:

- a. 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.
- b. 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?

APPENDIX A: POSITIVE 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

Student 2: Positive Student Profile

Student 3: Positive Student Profile

APPENDIX B: KEY INSTRUCTIONAL MATERIALS

Directions: Include copies of key instructional materials for this lesson, such as presentation slides, interactive whiteboard images, and handouts.