**Day #: Delete this & type your lesson title here**

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| **Content Standard(s):** |
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| **Language Arts Standard(s):** |
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**Focal Unit Goal:** Which unit goal(s) will this lesson address?

1. *Example: At the end of this unit students will understand the different aspects of culture including customs, clothing, food, traditions, and beliefs.*

**Lesson Objectives:** Remember to use a variety of levels & domains

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| **Content Objectives**Students will be able to… | **Language Objectives**Students will be able to… |
| 1. **verb** …2. **verb** … | 1. **verb** …2. **verb** … |

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| **Language Demand:** Provide a description of the main language demand of this lesson. |
| * *Example: Students will analyze two historical events.*
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| **Key Vocabulary:** |
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| **Formative Assessment** How will you measure students’ progress towards lesson objectives? (Link to Objectives) | *Informal** Cold Call (C.O. 1)
* Whole class informal discussion (L.O. 1, 2)

*Formal** Worksheet 5.2 (C.O. 1, 2)
* Group presentation (L.O. 2)
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| **Content:** WHAT are students going to learn? |
| *For example:*Vocabulary for the lessonDrawing of figures or shapes you will instruct withSample problems you will useDirect instruction notesSteps to a process, procedure or formula  |

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| **Motivation:** Hook & Engage - Introduction and Learning Target. |
| Describe what you will DO at the very beginning of your lesson to HOOK students’ attention on the learning at hand, helping them see the value and relevance of the lesson. Make sure it ties to your objectives. It does not have to be long or elaborate, but it should be meaningful, more than “Today we are going to learn about …” |

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| **Strategies:** HOW are students going to learn?  |
| *For example:*Teams: Problem Solving Steps (10-20 minutes, C.O. 1, L.O. 2)-Divide class into 4 equal groups; distribute math levels throughout the groups-Distribute butcher paper and pens-Groups work together to create a list of steps used in creating story problems-List steps for solving story problemsTeams: Solve story problem (15-20 minutes, C.O. 2)-new piece of butcher paper and a story problem-team works together solve the problem -show and label their steps on the butcher paperTeams: Present solution to class (15-20 minutes, L.O. 1, 2)- read their story problem-present their answer to the class-class discussion; evaluate each team’s solution-determine who followed the guidelines |

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| **Differentiation/Scaffolding:** Identify supports for individuals / groups of students to be used. |
| Link differentiations directly to strategies. For example:Teams: Solve Story Problem – Provide students C, Q and T a separate instruction sheet...Direct Instruction – Provide all students a graphic organizer to …Discovering Short-Story Plots – Provide ELL sub-group translated story to analyze. |

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| **Closure:** Wrapping it up - How are you going to tie it all back to the objectives? |
| Actively engage students in reviewing what they were supposed to have learned today based upon the objectives. A brief comment about what we did today is NOT sufficient. |

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| **Student Materials, Teacher Resources & Research/Theory Connection** |
| Make a simple list for each.Technology/Media Used:* Cite websites you used for videos, primary sources, or other media items.
* List what, if any, technological tools students will be using.

Resources: * Cite the sources you used with the format: Last, First (Year). Title. City, State: Publisher.

Materials Needed:* List what, if any, materials students will be using (e.g. markers, scissors, lab equipment, protractor, journal, map, whiffle balls, hula hoops, trombones, etc.).

Connections to Research & Theory:* List research or theory that is connected to your instructional plan.
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| **Reflection:**  |
| What went well? What did not go so well? How could/would you improve this lesson the next time you taught it? |