*Teacher:*

*Lesson Title:*

*Grade:*

*Time Frame:*

*Planning and Preparation:*

* What rubrics will be used in the lesson?
* Any special seating arrangement for the students? Cooperative learning groups, pairs, etc.

*Materials/Equipment needed:*

* List of materials and any links to internet sites
* Specific classroom equipment such as interactive white boards, chart paper, graph paper, etc.

*learnng Standards:* include the key ideas and performance indicators (numbers for KI and PI bullet)

Content standards: Social Studies, Science, Health, Physical Education, Family & Consumer Sciences, Career Development and Occupational Studies, The Arts, LOTE, Technology Education

Common Core Learning Standards: ELA and math

National Standards: If applicable (i.e., some CTE courses)

*shifts in relation to common standards*: This lesson incorporates all of the pedagogical shifts demanded by the Common Core State Standards

*Content objectives:*

*Academic Vocabulary:*

* List of vocabulary words for the lesson

*Differentiated Instruction*:

* *Specific differentiation for the lesson for English language learners and /or students with disabilities*

*Sequence of Lesson Activities:* – Activity(ies) of the lesson; the pacing of the lesson

* *Clearly make the connection of the activity listed here to the materials; number or letter references*
* *Give the approximate length of time for the activity; 20 minutes, 40 minutes, etc.*
* *State clear, step-by-step directions so a teacher reading the lesson will understand the procedures such as distributing materials, separating the class into cooperative learning groups, etc*.

*Reading or Math Problem:*

*Questions:*

*assessment:*

* *Formative assessments – Variety of techniques showing the progress of the lessons for student understanding*
* *Summative Assessments – How the lesson will be measured. Include the entire test, scoring guides and rubrics.*

*Reflection:*

* *Teacher reflection on the process of development of the lesson incorporating the shifts and reflections on implementation.*

*Process:*

* *What I was thinking about during the lesson writing – the students and implementing the shifts*
* *Why I chose the lesson*
* *Struggles to make the shifts come to life*

*Implementation:*

* *What was the effectiveness of the instructional design?*
* *What concerns or issues do/did I have?*
* *How will/did I revise the lesson?*

**90507**