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| Teacher Candidate: | Date: Course for which the Lesson is developed: |
| Subject: Central Focus: (Content of the lesson) Grade Level(s): | Classroom Teacher: Time allotted: |

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| Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective. | Learning Objective(s): <ul style="list-style-type: none"> • What are the students expected to know and/or do in the lesson? • Write out each specific objective to be met by students in the lesson. • You must include an objective for Academic Language demands | Assessment Tool(s) and Procedures: <ul style="list-style-type: none"> • What will provide evidence that students meet objectives? • Every objective, including Academic Language Demands, must be assessed. |
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| Pacing (minute markers) | Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation) |
| | <p>A. Engage Students: (Diagnostic/Pre-Assessment may be included here.)</p> <p>B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):</p> <p>C. Instructional Sequence</p> <p>Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)</p> |

Implemented August 2013, revised 5-2017 and adopted by the College of Education.

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| Instructional Materials: | | | |
| Selection and Use of Technology and/or Resources: | | | |
| Safety in the Physical Environment: | | | |
| Academic Language Demands – the Oral and Written Language used for Academic Purposes in Content Disciplines | | | |
| Vocabulary Tier 1: Tier 2: Tier 3: | Function: purpose for which language is used – an active verb (select one) | Syntax (ways to organize words) AND/OR Discourse (talk, write, participate in knowledge construction): | Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports. |
| Assessment <i>(Identify the type(s) of assessment used in this lesson. Explain how it provides evidence that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)</i> | | | |
| Diagnostic (Pre-): <i>(Formal or Informal)</i> Formative: <i>(Formal or Informal)</i> Reflective: <i>(Formal or Informal)</i> Summative: <i>(Formal or Informal)</i> | | | |
| Differentiating Instruction | | | |
| Identify the Element(s) of the Lesson that is Differentiated: Content Process Product <i>Explain how it is Differentiated for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.</i> | | | |
| Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile <i>Explain how it is used to Differentiate for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.</i> | | | |
| Theoretical Principles and/or Research–Based Best Practices in this Lesson Why are the learning tasks for this lesson appropriate for your students? Cite a specific theorist and a brief explanation of the theory. | | | |

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Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson

What are common errors or misunderstandings of students related to the central focus of this lesson?

How will you address them for this group of students?

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