

Teacher's Name:

Subject/Course:

Date:

Unit:

Essential Questions from CB Course of Study:

Academic Standards:

- ✓ *List academic standards that are being addressed in the lesson. The listed standards should be posted in the room for student reference.*

Objectives/Learning Targets:

(What should students be able to do at the end of the lesson?)

- ✓ *Instructional objectives are **specific, measurable, short-term, observable student behaviors**. They can be written in student-friendly language and should be posted throughout the lesson.*

Differentiation:

(Who are the students in this class? What differentiation strategies are needed?)

Checking for Understanding:

(How will I assess whether students met the learning target?)

- ✓ *Choose an appropriate formative assessment strategy to determine whether or not students are making sense of the material as it is being presented.*

Homework/Academic Practice:

Materials:

List of materials needed for the lesson

Knowledge Taxonomy *My lesson provides opportunities for students to:*

(check all that apply)

- Recall
- Comprehend
- Apply
- Analyze
- Synthesize
- Evaluate

Instructional Procedures

Anticipatory Set *(How will I gain students' attention?)*

Total (___ minutes)

- ✓ Warm-Up – (___ mins) Brief activity or event at the beginning of the lesson that effectively engages all students' attention and focuses their thoughts on the learning objective(s).
- ✓ Review, Introduction, Motivation - (___ mins) Review of prior learning, preview of new learning, assessment of relevance of new information, statement of objectives and standards for the lesson.

Instructional Input *(How will I present new material and check for understanding?)*

Total (___ minutes)

- ✓ New Information
- ✓ Check for Understanding – Choose an appropriate formative assessment strategy to determine whether or not students are making sense of the material as it is being presented.
- **Introducing the New Learning** (___ minutes)
Presenting new information to students. (lecture, demo, explanation, instructions, modeling, discussion, directed activity)
- **Student Practice** (___ minutes)
 - **Guided Practice**
 - **Independent Practice**
- **Checking for Understanding** (___ minutes)
Choose an appropriate formative assessment strategy to determine whether or not students are making sense of the material as it is being presented.

Closure (___ minutes)

(How can I bring student-centered closure to summarize learning and enhance retention of the material?)

A natural stopping point in the lesson, which points back to the objective and captures its relevance to the unit. Closure keeps the big picture in view, either by relating the objective to other fields or topics, or by raising a related question to ponder in anticipation of the next lesson. Closure ensures that the objectives are met and applied, as students reapply or label the lesson for themselves.

Lesson Reflection

Use the checkboxes to reflect on your lesson, add additional comments where necessary.

How did the lesson work with this class? What changes were made during the lesson? How should the lesson be changed to make it more effective? What did you learn as an educator? Did the lesson address the standards?

In this lesson, I....

Stated my learning targets in clear, student friendly language

Additional Comments (if needed)

Actively engaged students

Additional Comments (if needed)

Provided time for guided practice

Additional Comments (if needed)

Checked for Understanding

(Refer back to your objectives. What does the data tell me about students' understanding of today's lesson? How will the data guide your future planning and instructional decisions?)

Comments

Kept the pace of the lesson, completed in the time allotted, and provided student-centered closure

Additional Comments (if needed)