

**Section One: Value of the Lesson**

<b>Student Focused Instructional/Content Standard</b> (MD College and Career Ready Standard or similar standard, NextGen Science Standards, MD STEM Standards of Practice, etc.)  Name of Content Standard:  Standard:	
ISTE (International Society for Technology in Education) Standard:	
<b>Teacher Focused Professional Standards:</b> (InTASC or Danielson Framework)  Name of Professional Standard:  Description of Standard:	
<b>Central Focus</b> (The overarching big idea)	
<b>Essential Question</b> (Thought provoking question about the purpose of the lesson, and how the objective is relevant and related to the real world)	
<b>Lesson Objective</b> (think SMART – Specific, Measurable, Achievable, Relevant, Time Bound)	

<b>Formative Assessment:</b> How will you assess student understanding DURING the lesson? (Include two or more varied strategies.)	
<b>End of Lesson Assessment (formative or summative):</b> How are you measuring what students learned from the lesson (AFTER it was taught)?	
How is it differentiated?	How is it evaluated (Evaluation Criteria)?

<b>Academic Language Demands</b> (What language/vocabulary do students need in order to understand, communicate, and/or perform this lesson? What FUNCTION of language are you addressing? What syntax or discourse are related to the lesson?)	<b>Academic Language Support</b> (What supports or scaffolding will you provide for students to be successful with the academic language demand?)
Vocabulary and/or Symbols	
Language Function (select one)	
Syntax and/or Discourse	

**Section Two: Context for Learning.**

<b>Knowledge of Learners:</b> Age / functional grade level, students' prior knowledge, personal/cultural/community assets	<b>Describe specific instructional decisions based on this knowledge:</b> what evidence do you have of this knowledge and how will you use it to inform instructional decisions)
Age / grade level	
Prior knowledge	
Everyday experiences (personal and community/cultural background/interests)	
Language background and practices	

<b>Specific Individual or Small Group Needs:</b> Provide student descriptive information	<b>Name and describe specific instructional strategies you will incorporate to reach these small group / individual needs?</b> What strengths do your students have and how will you build on those strengths to overcome their challenges? How will you differentiate content / product / process / environment to meet these needs (including <i>justification</i> for supports)?
IEP/504	
Multilingual Learners	
Behavioral/social concerns	
Students functioning below grade level	

GT and/or students functioning above grade level	
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<b>Multicultural Assets / Equity Needs:</b> family, community, cultural assets to build on, turn taking, calling on all students, access to materials, etc.	<b>Implications for this lesson:</b> how does this information impact instruction positively and negatively? What will you do specifically to address these needs?
Multicultural Assets	
Equity Needs	

### Section Three: Instructional Procedures

<b>Instructional Materials:</b> Include quantities and sources (references, if appropriate, and whether materials are provided by student or teacher)		
<b>Technology Integration</b> (Describe how technology will be used)		
What technology will be used?	Who is using it?	Why is it appropriate?
<b>Management Considerations</b> (How will you manage transitions, materials, and behavior?)		
Transitions		
Management of Materials (How will you pass out papers, manipulatives, que up technology, etc.)		
Behavior Management (individuals as well as groups of students)		

Instructional Sequence	Approx. Time	Procedure
<b>Planned Beginning:</b> How will you engage students (including activation of prior knowledge)?		
<b>Development of New Learning</b>		

<p>(Clearly explain instructional activities in sequence and how they are connected or scaffolded. Describe how you will address potential preconceptions or partial understandings and common errors?)</p>		
<p><b>Enrichment/</b> What will you have prepared to add depth or breadth to lessons for those who need or want more or are done early?</p>		
<p><b>Re-engage</b> How will you re-engage students who are struggling?</p>		
<p><b>Planned Ending or Closure:</b> Learner-centered summary of content related to lesson objective</p>		

Homework (if applicable)		
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