

Lesson Title/Week Number/Unit Theme: \_\_\_\_\_

Co-Teacher(s)/Assistants: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject(s) (in addition to literacy): \_\_\_\_\_

**Lesson Objective(s):** *State the measurable/observable objectives and align them with Common Core and ELD.*

<p><b>Lesson Aligned with the following <a href="#">CCSS</a> and <a href="#">ELD</a>:</b></p>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>a. Writing:</li><li>b. Reading:</li><li>c. Content Area:</li><li>d. Language Skills:</li><li>e. Social Skills:</li></ul> <p><b>IEP Goal(s) of Focus Students:</b></p>
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**Materials Needed/Use of Assistive Technology:** *List the materials that you need for this lesson including low/high technology. If you are presenting this lesson collaboratively, make sure to list the collaborators and their roles here.*

<p><b>Materials and Material Adaptations:</b></p> <p><b><a href="#">UDL</a> considerations:</b></p>	<p><b>Collaborators and their role(s):</b></p>
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**Multiple Means of Engagement/Motivational:** *Include the opening remarks/activities to motivate students (e.g., reviewing the previous lesson, stating the overviews of your lesson). To motivate children, you need to present information to grab their attention and interest. Consider different learning modalities and/or multiple intelligence of each child.*

<p><b><u>Content to motivate students.</u></b></p> <ul style="list-style-type: none"><li>• All students:</li><li>• Small groups of students:</li><li>• Individual focus students:</li></ul> <p>Learning modalities Locus of control (Motivation)</p>	<p><b><u>Multiple Means of Engagement</u></b> (for motivation): consider various learning modalities, multiple intelligences, and ELL finds of knowledge and needs).</p>
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**Schedule and Content of the Lesson**

Time	<ul style="list-style-type: none"> <li>•Activity (indicate whether you are targeting content area, literacy, SEL, etc.)</li> <li>•Instructional Model Used (Concept Development; Direct Instruction; Collaborative Learning; Socratic Seminar)</li> <li>•Instructional Content and Strategies</li> </ul>	<b>Co-Teaching Approach (choose 1 per activity):</b> 1. One teach One assist 2. Parallel 3. Alternative 4. Station 5. Team	<ul style="list-style-type: none"> <li>•Teachers’ and Assistants’ names and Roles;</li> <li>•Multimodality of presentation; Engagement of multiple intelligences</li> <li>•Accommodations for students who need extra support for a given activity (including students with special needs and ELs)</li> <li>•Various levels of Instructional/Behavioral Supports should be considered (Think MTSS and IEP)</li> </ul>
<b>Introduction, Warm Up (20-30 mins)</b>			
	Greeting/Warm Up (10-15 mins)		
	Overview of Lesson’s Objectives and Agenda (Plus review behavior expectations if needed): (5-10 mins)		
	Socio-Emotional Check-In: (10 mins)		
<b>Begin Content Area/Literacy Instruction (20-30 mins)</b>			
<p><b>Multiple Means of Representation/Guided or independent Practice:</b> <i>Think about I do-We do-You do parts of the activity. Individualize with each child’s abilities. Make sure to provide multiple means of representation with adaptations/prompts to maximize the accessibility of learning materials. Describe your instructional contents and activities in the activity column on the left. For Guided Independent Practice consider the tools and products that students will engage with (e.g., Paper-pencil, product, oral presentation, making video, collage, constructing a model project, etc.). Think of the UDL’s multiple means of representation and write them in the far-right column.</i></p>			
<p><b>For Each Content/Literacy Activity: Multiple Means of Expression/Closure and Evaluation:</b> <i>How will students demonstrate what they learned? Provide STEAM Projects/activities allowing multiple pathways for students to engage in learning (e.g., small group vs. independent practice, various learning activities such as science experiments, building projects, arts/crafts, writing, making music, drawing, singing, acting out, math problem solving, and so on. The closure demonstration of learning is not limited to paper and pencil). <b>Attach the checklist/rubric(s)</b> (students self-evaluation, peer-evaluation, teacher rubrics) on how to quantify the various expressions of learning outcomes.</i></p>			
<p><b>For Each Content/Literacy Activity: Extension skills/Enrichment skills/Reteaching Activities:</b> <i>Plan how you can facilitate students to initiate and terminate, monitor their own quality of work, and develop problem-solving skills. Plan for communication skills, positive behavior support, generalization, choice-making, etc.</i></p> <p>Consider <b>Various levels of Instructional/Behavioral Supports should be considered (Think MTSS and IEP)</b></p>			
<b>Extension skills</b>			

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<b>Enrichment skills</b>			
<b>Reteaching Activities</b>			
<b>Transition, Break, Snack (5-15 mins)</b>			
<b>Continue Content Area/Literacy Instruction (20-30 mins)</b>			
<b>Multiple Means of Representation/Guided or independent Practice: (see details above)</b>			
<b>For Each Content/Literacy Activity: Multiple Means of Expression/Closure and Evaluation: (see details above)</b>			
<b>For Each Content/Literacy Activity: Extension skills/Enrichment skills/Reteaching Activities: (see details above)</b>			
<b>Extension skills</b>			
<b>Enrichment skills</b>			
<b>Reteaching Activities</b>			
<b>(Add additional activity blocks if necessary)</b>			
<b>Overall Lesson Closure, Evaluation (exit ticket, etc.), Preview of the next Lesson (10-15 mins)</b>			