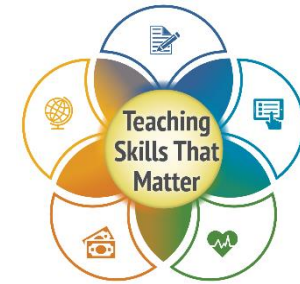


Lesson Planning Tool



Background:

NRS Level(s):

Lesson Title:		Approximate Length of Lesson:	
Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i> <ul style="list-style-type: none"> • 		Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i>	
ELA/Mathematics/ELP Standard(s) Addressed:			
Central Skills Taught:	<input type="checkbox"/> Adaptability and Willingness to Learn	<input type="checkbox"/> Problem-Solving	
	<input type="checkbox"/> Communication	<input type="checkbox"/> Processing and Analyzing Information	
	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Respecting Differences	
	<input type="checkbox"/> Interpersonal Skills	<input type="checkbox"/> Self-Awareness	
	<input type="checkbox"/> Navigating Systems		
Language Demands: <i>(Include academic language, language skills, etc.)</i>			

<p>Assessing Mastery of the Objective(s) and Central Skills:</p> <p><i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i></p>	<p>Proof of Learning:</p> <p><input type="checkbox"/> Via observation of a team task (e.g., discussion, work on project)</p> <p><input type="checkbox"/> Via team self-assessment</p> <p><input type="checkbox"/> Via individual self-assessment</p> <p><input type="checkbox"/> Via team product</p> <p><input type="checkbox"/> Via individual product</p> <p><input type="checkbox"/> Other _____</p>	<p>Proof of Learning Tools:</p> <p><input type="checkbox"/> Rubric</p> <p><input type="checkbox"/> Checklist</p> <p><input type="checkbox"/> Quiz</p> <p><input type="checkbox"/> Other _____</p>	<p>Ongoing Formative Assessment</p> <p><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)</p> <p><input type="checkbox"/> Peer-to-peer quizzing</p> <p><input type="checkbox"/> Exit/admit tickets</p> <p><input type="checkbox"/> KWL charts</p> <p><input type="checkbox"/> Other _____</p>	
<p>Adaptations and/or Accommodations:</p> <p><i>(How will you adapt the lesson to ensure students with varying abilities can engage with the lesson content?)</i></p>				
<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing:</p>			<p>CENTRAL SKILLS</p>	<p>MATERIALS</p>



<p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to understand the new content independently? What types of models will you provide and when?</i></p> <p>Timing:</p>			
<p>Guided Practice:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p>Timing:</p>			
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing:</p>			
<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing:</p>			

