

Content Area:
Course Title and Grade Level:
Standards: <ul style="list-style-type: none">••
Objectives: CO: SFO:
Assessments: <ul style="list-style-type: none">• (1)• (2)• (3)• (4)• (5)• (6)
Proactive Management: <ul style="list-style-type: none">• (1)• (2)• (3)• (4)• (5)• (6)
Instructional Strategies: <ul style="list-style-type: none">• (1)• (2)• (3)• (4)• (5)• (6)
Note Taking Strategies: Here you type your note taking strategies
Questions:

Convergent Questions:

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)

Divergent Questions:

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)

Beginning Of The Lesson:

Bell work:
Anticipatory Set:

Review:
Preview:
Hook:

Minute 0-3

Pacing:
Transition:
Content(Problem)
Directions/Activity

The Lesson:

Minute 3-6

Pacing:
Transition:
Content(Problem)
(1)
(2)
(3)
Directions/Activity
(1)
(2)

Minute 6-10

Pacing:
Transition:
Content(Problem)
Directions/Activity

Closure:

Content Summary:

Procedural:

References:

Lesson Plan Reflection:

Highlight Culturally Responsive Teaching (CRT) components within your lesson.

Italicize Universal Design for Learning (UDL) components within your lesson.

1. Write a paragraph (3-5 sentences) elaborating on the intentionally planned CRT components of your lesson. How did you leverage student assets, thinking, language and cultural backgrounds to make learning relevant while demonstrating high expectations for all students?
2. Write a paragraph (3-5 sentences) elaborating on the intentionally planned UDL components (representation, action and expression, engagement) of your lesson. What strategies did you use to meet the needs of ALL learners?