Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan: Motivate Explore Explain Extend Assess

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| **Lesson Goal - Consider S.M.A.R.T goal attributes** |
| **Purpose:**Share with kidsvisually and orally | Learning Target:  |
| Learning purpose for this day:  |

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| **Pre-Plan for Assessment: Consider Engagement – Representation – Action & Expression** |
| **Formative Assessment:** What evidence will demonstrate learners have met the goal?What will students do to show level of understanding?**UDL:** **Consider alternatives for learner variability– plan for reduction in barriers.** Is the assessment accessible? Flexible? Meaningful? Unbiased?Create opportunities for students to give & receive feedbackabout their thinking and/or products.How are learners able to monitor their own progress.  |  |

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| **“Opening”: Consider Engagement – Representation – Action & Expression** |
| What will assess prior knowledge?What will activate background knowledge?What will promote curiosity? Relevance?How does today link to yesterday and to tomorrow?**UDL: Consider learner variability & reduction in possible barriers.** |  |

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| **Instruction & Practice: Consider Engagement – Representation – Action & Expression** |
| Interactive Lecture or Mini lesson |  |
| Interactive Demo or Guided Practice |
| Reading w/Comp Strategy |
| Independent Practice |
| Lab |
| Discussion w/Active Engagement Strategy |
| Project or Activity |
| Other: |
| **UDL:****Consider alternatives for different learners – plan for reduction in barriers to learning.**Is content accessible to all?What scaffolds or alternate formats are needed?How will new vocab be clarified?Are models/exemplars clear?How will social dynamics affect engagement? |

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| **Sense-Making** |
| How will students think about the new learning?Connect? Reflect? Apply? |  |

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| **Closing: Consider Engagement – Representation – Action & Expression** |
| Implement formative assessment as planned above. |

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| **After-Action Reflection** |
| What happened? |  |
| What should be done differently next time or for tomorrow? |  |