Teacher Intern: Week of: Unit/Duration:	Childhood and Elem	Grade Level(s): Class/Subject: Topic/Title:	n Plan (#)			
State/Disciplinary Standards: (Student Learning Standards. Include the progress indicator number and text of each standard. Add lines as needed.)						
☐ Standard:☐ Standard:☐ Standard:☐ Standard:						
Daily Performance Objectives/Learning objectives: (Include student outcomes both as Understandings (i.e. "Big Ideas"), as well as unit-driven Knowledge and Skills. Add lines as needed) ☐ Objective:						
□ Objective:						
☐ Objective:						
☐ Objective:						
Essential Question(s) (from U	ı	Academic Language: List the vocabulary that is essential for mastery of this content.	Describe the instructional strategies you will utilize to teach the academic vocabulary of the lesson.			
Prior Knowledge and Concepts: (What prior knowledge and requisite skills do students need to have that will ensure their success with this lesson? Address any misconceptions you may anticipate.)						
Assessment Strategy/Evaluation note: all lessons must include checks for understanding What assessment(s) will you use to demonstrate that the students are meeting the learning objectives? State type(s) of assessment and						
what is being assessed [Pre-assessment, Formative, And Summative].						
Learning Objective	Assessment	Learning Criteria (How will y know that students have me and/or are moving toward meeting that LO?)	et grouped, individual,			

Planned Supports / Adaptations

(Outline the universally designed instructional supports guided by learner diversity and/or individualized adaptations for the variety of learners in your class/group who may require different strategies and/or support (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children)

UDL: How are you universally designing your lesson addressing your whole class and individual students' with varied needs?						
Multiple means of representation			ns of expression	Multiple means of engagement		
Students with IEP's / 504 Plans (add rows as necessary)						
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals				
		Students wit	h specific language needs			
Language needs	Number of Students	Supports, Accommodations, Modifications, and Elements of Universal Design				
		Students w	ith other learning needs			
Other learning needs	Number of Students	Supports, Accommodations, Modifications, and Elements of Universal Design				
What resources and digital tools do you need to teach the lesson:			What materials and/or di use:	gital tools will students need and/or		

Procedure					
Duration	What is the teacher doing?	What are the students doing?			
LAUNCH/					
Beginning					
(mins)					
How will you					
engage students					
and capture their					
interest? 3-7					
minutes					
LEARNING					
ACTIVITIES/					
Middle					
(mins)					
"I do"					
"We do"					
"You do"					
How will you					
explain/					
demonstrate					
knowledge /skills					
required of each					
objective? How will you ensure that					
students have					
multiple					
opportunities to					
practice? How will					
you address the academic language					
demands?					
CLOSURE/					
End (mins)					
How will students					
summarize and state					
the significance of					
what they learned? 3-7 minutes					
	Extension/Reinforcement,	/Homework			
Family/Community Engagement—optional					
,,,,,					
Notes/Reflections:					