**Lesson plan (# )**

| **Adopted from:**  | **Grade:**  | **Lesson duration:** |
| --- | --- | --- |
| **Topic/Title of lesson:**  |

| [**STANDARD(s) ADDRESSED**](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf)*(Include the performance expectation number and text of each standard.)* |  |
| --- | --- |
| **CS PRACTICE(s)** *that students will engage in throughout the lesson. (See pgs.*[*13-15*](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf) *of NJSLS)* |  |
| **CS CORE IDEA(s) or** **SUB-CONCEPT(s)** *related to the performance expectation(s).* *(See pgs.* [*20-34,*](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf) *includes core ideas and performance expectations which are useful for designing general goals, specific objectives, and learning criteria down below)* |  |
| **CENTRAL FOCUS** *(The central focus is an overarching goal of the lesson or big idea for student learning.)* |  |
| **EU/EQ** (*The enduring understanding(s) and/or essential question(s) that guide the lesson.**Here are some useful examples from math:* [*OVERARCHING ESSENTIAL QUESTIONS I. How is mathematics used to quantify and compare situations, events, and phenomena? II. What ar*](https://jaymctighe.com/downloads/Essential-Questions-in-Mathematics.pdf)*)* |  |
| **PRIOR KNOWLEDGE AND CONCEPTIONS** *(What prior knowledge, skills, and/or academic language do these students need to have that will help them be successful with this lesson? Any misconceptions you may anticipate?)* |  |

**UDL/PLANNED SUPPORT**

*(Discuss the universally designed decisions guided by learner diversity and/or individualized adaptations for the variety of learners in your class/group who may require different strategies/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 with all your learners in mind? What other characteristics of diverse learners should be considered?* | **Multiple means of** [**representation**](https://udlguidelines.cast.org/representation) | **Multiple means of** [**action and expression**](https://udlguidelines.cast.org/action-expression) | **Multiple Means of** [**engagement**](https://udlguidelines.cast.org/engagement/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl) |
| --- | --- | --- | --- |
|  |  |  |
| **Additional ADAPTATIONS, MODIFICATIONS, and SUPPORTS for individual learners (IEPs, 504s, ELLs)** *If you were not able to meet your focus learners' needs through UDL, what individual adaptations will you use to meet your focus learners' needs (especially ELLS)* |  |

| **ACADEMIC VOCABULARY**  | *Vocabulary:* | *Describe the additional learning supports for each language demand in this lesson. Address both the whole class and individual needs.* |
| --- | --- | --- |
| **LEARNING OBJECTIVES**Include Core Ideas and Concepts, and CS Practices  | **LEARNING CRITERIA** *(How will you know that students have met and/or are moving toward meeting that LO?)* | **ASSESSMENT** *(What will be the pre-assessment, formative, or summative assessment(s) in this lesson?)* |
|  |  |  |

**MATERIALS, RESOURCES, and INSTRUCTIONAL TECHNOLOGY**

| **What resources and technology do you need to teach the lesson:** | **What materials and technology will students need?**(Should reflect the UDL planned supports identified above) |
| --- | --- |
|  |  |

**INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES**

*(Describe explicitly what the teacher and the students will do to meet learning outcomes. Use bulleted or numbered list)*

|  | **What is the teacher doing?** | **What are students doing? (including adaptations)** |
| --- | --- | --- |
| **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 the knowledge /skills required for 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—** |

**\* Please attach copies of assessments and/or handouts to be used**