

Teacher:		Subject:		Date
SOL#	Essential Knowledge & Skills:		Objective: 1. Condition, 2. Behavior, 3. Criteria	
<b>Prerequisite/Anticipatory Set:</b> <i>What do students need to know before the lesson in order to be successful?/What will you do or say to gain student attention or focus on the lesson? What is your "hook"?</i>		<b>Differentiation:</b> <i>What adaptations will be made to the instructional objectives for students with diverse needs?</i>  <i>What alternative assessments will be needed?</i>  <i>What materials need to be adapted?</i>  <i>What procedural adaptations will be required?</i>  <i>Were adaptations in all areas and for all learners sufficient and successful?</i>		<b>Bloom's Level:</b>
<b>Direct Instruction/Model/Teach:</b> <i>This is the step-by-step process you will follow while teaching.</i>				<b>Key Vocabulary:</b> <i>Include vocabulary listed in Curriculum Framework.</i>
<b>Guided Practice:</b> <i>Engaging activities led by teacher.</i>				
<b>Independent Practice/Closure:</b> <i>Activities that you assign to students in order to independently reinforce the concepts you have taught.</i>				
<b>Formative Assessment:</b> (Examples: Exit Ticket, Weekly Assessment, Thumbs Up/Thumbs Down, Pair-Share, etc.) <i>How will you know if students have mastered your objectives?</i>		<b>Teacher Reflection:</b> (To be completed after the lesson is taught.) <i>Did students meet the intended objectives? What went well? What could have gone better? What will you do differently?</i>		
<b>Grammar/Writing:</b>				
<b>Word Study:</b>				