# Standards

Choose standards from <https://mdk12.msde.maryland.gov/INSTRUCTION/Pages/InstructHome.aspx> and/or <http://www.corestandards.org/Math/>

# Objectives [Include at least one at least Bloom’s Level 4]

1. **[Objective (Bloom’s Level X, Application Level Y)]**

# Assessment

## [Resource: <https://www.niu.edu/facdev/_pdf/guide/assessment/formative%20and_summative_assessment.pdf> ]

## Formative

**[Include at least one formative assessment for each objective. An assessment might provide information about more than one objective]**

**Summative**

**[A lot of articles equate summative with high stakes, but in theory, summative is simply taking place after the learning should be mostly completed whereas formative takes place during the learning. Have at least one summative assessment for every objective, even if it doesn’t happen during that particular lesson (e.g., unit quiz, project, test)]**

# Materials

#  [Bulleted List is Preferred. In online learning, might be good to include any links used in the lesson.]

# Context

## Background Information/Demographics

**[Include the prerequisite knowledge you are expecting students to have when they start the lesson and how the lesson will include supports to help students who don’t have that knowledge at the start]**

## Differentiation

* How does your lesson accommodate special needs? **[IEPs, 504s, Language, Gifted/Talented, Other]**
* How does your lesson support struggling students?

**[Think here about things like active engagement; concrete-->semiconcrete-->abstract sequencing of representing information, providing opportunities for small group peer support, individualized support]**

* How are multiple intelligences supported and honored in the lesson (at least 2)? (Gardner, 1987; Kelly, 2017; Silver, Strong, & Perini, 1997) **[Remember that intelligences are ways of thinking, not types of people]**
* How does you lesson incorporate all three UDL principles? ID specific activities and how they address specific guideline(s)/checkpoint(s). (National Center for Universal Design for Learning, 2012)
	+ Multiple Means of Engagement:**[Specify guideline(s) and/or checkpoint(s) from UDL Standards with brief explanation about how it is addressed in the lesson.]**
	+ Multiple Means of Representation: **[Specify guideline(s) and/or checkpoint(s) from UDL Standards with brief explanation about how it is addressed in the lesson.]**
	+ Multiple Means of Action/Expression: **[Specify guideline(s) and/or checkpoint(s) from UDL Standards with brief explanation about how it is addressed in the lesson.]**

# Procedures [Include Lead Person (if coteaching) and Timing Estimates for All Activities]

## Introduction/Engagement

**[How will you introduce the lesson? A warm up may be part of the introduction, but this part of the lesson should also give an overview of the lesson, important points (without overdoing the details), and the activities. A schedule/agenda might be helpful. Remember that you want to ensure that all students are actively engaged. So this isn’t just a place for the teacher(s) to talk--that’s where warm up problems are helpful. Sometimes teachers will even have students helping make decisions about the agenda or how activities will occur.]**

## Core Learning Activities/Explore-Explain-Elaborate

**[This is where the main activities of the lesson occur. Think bulleted list rather than flowing narrative. Include any slides or handouts that are used in the folder with the lesson plan (just upload a copy into the folder). But don’t just say “it’s in the PowerPoint here. Include key questions/problems/examples here, even if they are also in the PowerPoint.]**

## Closure

# [Closure is not an exit ticket although an exit ticket might be part of closure. Closure is about reinforcing the important points of the lesson. Some generic closure questions: What was the most important thing you learned today? What do you still have questions about? Closure should involve all students, not just the volunteers who answer questions]

# Reflection

**[Prior to teaching the lesson, complete Questions 1-3 on the Professional Growth Plan Template (**[**http://mathed.umbc.edu/files/2019/08/Professional\_Growth\_Plan\_Template.docx**](http://mathed.umbc.edu/files/2019/08/Professional_Growth_Plan_Template.docx)**)**

**Complete the remainder of the PGP after you have taught the lesson and debriefed with your mentor and supervisor. You do not need to fill any additional reflection within the lesson plan.]**