# Lesson Overview

| **Topic** | **Lesson Information** |
| --- | --- |
| **Lesson Title:** | Click or tap here to enter text. |
| **Lesson Author:** | Click or tap here to enter text. |
| **Date Created:** | Click or tap here to enter text. |
| **Lesson Timeframe:** | Click or tap here to enter text. |
| **Content Area(s):** | Click or tap here to enter text. |
| **General Topics/Skills Covered:** | Click or tap here to enter text. |
| **NRS Level(s):** | Click or tap here to enter text. |
| **Prerequisite Skills:** | Click or tap here to enter text. |

# PA Foundation Skills

| **Standards / Skills** | **Standards and Skills Addressed in the Lesson** |
| --- | --- |
| [**College and Career Readiness Standards (CCRS)**](https://www.paadultedresources.org/ccr-standards-ccrs-tools-and-resources/)**:** | Click or tap here to enter text. |
| [**English Language Proficiency Standards (ELPS)**](https://www.paadultedresources.org/english-language-proficiency-standards/) **(if applicable):** | Click or tap here to enter text. |
| [**Standards for Mathematical Practice**](https://www.paadultedresources.org/wp-content/uploads/2022/08/Standards-for-Mathematical-Practice-Math-Tool-3.pdf) **(if applicable):** | Click or tap here to enter text. |
| [**Transferable Skills**](https://www.paadultedresources.org/pa-foundation-skills/)**:** | Click or tap here to enter text. |
| [**Digital Literacy Skills**](https://www.paadultedresources.org/pa-foundation-skills/)**:** | Click or tap here to enter text. |

# Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

| **Topic** | **Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching** | **Tips/Questions to Consider** |
| --- | --- | --- |
| **Lesson Objective(s):** | Click or tap here to enter text. | * Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?) |
| **Texts, Materials, Resources:** | Click or tap here to enter text. | * Are the recommended texts at the appropriate complexity levels, relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives? |
| **Lesson Vocabulary:** | Click or tap here to enter text. | * Include 5 -10 vocabulary terms. * Include instructional strategies below for teaching the vocabulary. |
| **Target Grammar/Language Forms (for ESL, if applicable):** | Click or tap here to enter text. | * Include new grammar, or language forms, that is relevant to the context of the lesson. * Include new or unfamiliar grammar or language forms found in the text used for the lesson. |
| **Culturally Responsive Teaching Notes:** | Click or tap here to enter text. | * Is it evident that students will connect content to their own lives and to what they already know? * Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students? * Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided? |

# Instructional Activities

| **Topic** | **Lesson Information** | **Tips/Questions to Consider** |
| --- | --- | --- |
| **Lesson Introduction:** | Click or tap here to enter text. | * Explain how the lesson objectives will be shared with learners. * Make connections to learners’ goals and prior and future lessons. |
| **Lesson Body:**   * Direct Instruction * Guided Practice * Independent Practice | Click or tap here to enter text. | * Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan. * Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated. * Describe how and where in the lesson sequence, the instructor will model the target skills and/or tasks for the learners. |
| **Differentiation:** | Click or tap here to enter text. | * How can you and/or other teachers adapt this lesson to support learners with varying levels or needs (e.g., texts at different levels, broad topics, or compelling tasks that allow teacher/student flexibility)? * What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics, or products)? |
| **Digital Literacy Integration:** | Click or tap here to enter text. | * Are sufficient instructions given to students around the use of digital tools, and is sufficient time provided to practice using the tools? * Do students use digital tools to create and present products (e.g., papers, presentations, graphics)? * Are students provided with an opportunity to select and use appropriate technology to solve problems in class? |
| **Lesson Conclusion:** | Click or tap here to enter text. | * Review lesson objectives. * Provide an opportunity for student reflection. * Connect to prior and future learning. |
| **Assessment:** | Click or tap here to enter text. | * Describe the ongoing formative assessments that will be used to check learners’ progress toward the lesson objectives. * Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives. |
| **Lesson Extension, Homework:** | Click or tap here to enter text. | * Include opportunities for learners to practice skills outside of class time. |
| **Lesson Extension, Additional Enrichment/Practice Opportunities:** | Click or tap here to enter text. | * Include opportunities for learners to extend their learning through additional resources (print and online), readings, and practice of skills. |

# Instructor Reflection Before the Lesson

**Instructor Reflection Questions (to be completed before teaching the lesson):**

* Are the relevant CCRS Key Shifts addressed in the lesson (ELA – Text Complexity, Evidence, Knowledge; Math – Focus, Coherence, Rigor)?
* Are there opportunities to position students as experts on topics?
* What implicit bias might be reflected in the lesson or instructional design of the lesson?
* Were sufficient instructions on the use of digital tools provided, and do students have an opportunity to practice?
* Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

# Instructor Reflection After the Lesson

**Instructor Reflection Questions (to be completed after teaching the lesson):**

* What went well in the lesson?
* What did not go well in the lesson?
* Did the learners meet the lesson objectives? How do you know? If not, why?
* What changes should be made for the next time the lesson is taught?