| Teacher Candidate | | | | |
|---|---|---|---|---|
| Grade Level | Number of Students | Lesson Length | | Lesson # in the unit |
| Instructional Model | | Teaching Styles | | |

| TABLE 1 | | | | |
|---|---|---|---|---|
| **LEARNING FOCUS** | | **ASSESSMENT PLANS** | | |
| SHAPE Standard | | What | | |
| Domain(s) | | How/Tools | | |
| Objective | | Common Errors | | |
| Academic Language | Function | Supports | | |
| | Vocabulary | | | |
| | Syntax | | | |
| | Discourse | | | |
| SHAPE Standard | | What | | |
| Domain(s) | | How/Tools | | |
| Objective | | Common Errors | | |
| Academic Language | Function | Supports | | |
| | Vocabulary | | | |
| | Syntax | | | |
| | Discourse | | | |

| TABLE 2 | | |
|---|---|---|
| Equipment & materials | | |
| Preparing the environment | | |
| Strategies to Support Safety | Physical | |
| | Emotional | |

Updated Spring 2017

| TABLE 3: ENGAGING STUDENTS in LEARNING | | | |
|---|---|---|---|
| **Transition** | | | |
| **LX 1**<br>**Est. time:** | **Engaging, Monitoring, & Supporting Learning** | **Task Structure** | **Cues/FB Focus** |
| | | | |
| **Transition** | | | |
| **LX 2**<br>**Est. time:** | **Engaging, Monitoring, & Supporting Learning** | **Task Structure** | **Cues/FB Focus** |
| | | | |
| **Transition** | | | |
| **LX 3**<br>**Est. time:** | **Engaging, Monitoring, & Supporting Learning** | **Task Structure** | **Cues/FB Focus** |
| | | | |
| **Transition** | | | |
| **LX 4**<br>**Est. time:** | **Engaging, Monitoring, & Supporting Learning** | **Task Structure** | **Cues/FB Focus** |
| | | | |
| **Transition** | | | |
| **LX 5**<br>**Est. time:** | **Engaging, Monitoring, & Supporting Learning** | **Task Structure** | **Cues/FB Focus** |
| | | | |