Lesson Component	Detailed Lesson Plan
	Grade:
Intended Audience	Students:
PA Core	
Standards/Content	
Standards	
*Remember to think about the condition, behavior(s), criterion, and timeframe. At Bloom's taxonomy level.	
Essential Question(s)	
Prerequisite Skills and	
Knowledge	
Materials	
Diversity, Equity, and Inclusion	How will you intentionally cultivate culturally responsive practices and diversity, equity, and inclusion in this lesson?
	PowerPoint slides with equitable images; accessible to all students (e.g., closed captioning, font size, assistive technology)?
Safety or Health	
Concerns (e.g., physical	
distancing, goggles)	
*Define words and include strategy used to learn the vocab words. (You may note vocabulary in this section or identify which step of procedure this will happen)	
<b>Timing</b> (in this section or placed throughout the procedure section)	Total Lesson: Anticipatory Set/Hook/Wow: Lesson (e.g., PPT 10 minutes, iPad search 5 minutes, independent work 10 minutes) Closing:
Opening: Anticipatory	
Set	
Hook or 'wow' factor?	

## Your Name Education course(s)

Body: Procedure	
*Include teacher and student roles, ACTIVE engagement strategies (e.g., graphic organizers, TPTs), Model (I do), Prompt (We do w/ help), and Check (You do independently) *Questions/questioning strategies (include 3-4 questions)	
Closing	
Universal Design for	
Learning (UDL)	
Considerations within	
*Multiple Means of Engagement *Multiple Means of Representation *Multiple Means of Action and Expression	
	1. How will you differentiate for students who struggle with reading? Writing? What are different ways you can have a student demonstrate they know and understand the material you are presenting? How will you get unmotivated or unengaged students to be involved?
Modifications, Accommodations, and Differentiation	2. How will you support students who need extension and enrichment during this lesson (e.g., higher level thinking questions)?
Differentiation	3. English Learners: What strategies will you use to support English learners during your lesson?
	4. What modifications and accommodations will be used during the lesson to support the learning of ALL students?
Assessmentformative	
and/or summative	
*Are ALL keys included	
and examples of	
student or teacher	
work included in lesson	
plan packet handed in	
for assessment?	
ior assessment?	

## Universal Design for Learning Components:

https://udlguidelines.cast.org/



Provide multiple means of **Representation** 

Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression

Strategic Networks

The "HOW" of Learning

Provide options for

#### Recruiting Interest o

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

#### Provide options for

### Perception (1)

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

# Provide options for Physical Action (4)

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

### Provide options for

### Sustaining Effort & Persistence (8)

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

#### Provide options for

## Language & Symbols ②

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

#### Provide options for

#### **Expression & Communication** (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

# Provide options for **Self Regulation** (9)

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

## Provide options for

#### Comprehension (3)

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

### Provide options for

## Executive Functions (6)

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Expert learners who are...

## **Purposeful & Motivated**

Resourceful & Knowledgeable

**Strategic & Goal-Directed** 

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Internalize

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