

Your Name

Education course(s)

Lesson Component	Detailed Lesson Plan
Intended Audience	Grade: Students:
PA Core Standards/Content Standards	
Objective(s) <small>*Remember to think about the condition, behavior(s), criterion, and timeframe (CBCT)</small> <small>At Bloom's taxonomy level.</small>	
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? Do your presentation slides/materials have equitable images? Are presentation slides/materials accessible to all students (e.g., closed captioning, font size, assistive technology)? Refer to accessibility checklist.
Safety or Health Concerns (e.g., physical distancing, goggles)	
Behavioral Expectations	
Vocabulary <small>*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)</small>	

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Timing (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?		
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)	Model (I do)	
	Prompt & Gradual Release (We do)	
	Check (You do independently)	

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Questioning Strategies (think BLOOM!):

Engaging Activity:

Closing

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<div><div>Universal Design for Learning (UDL)</div><div>Considerations within Lesson</div><div><div>*Multiple Means of Engagement</div><div>*Multiple Means of Representation</div><div>*Multiple Means of Action and Expression</div></div></div>	Engagement	Representation	Action & Expression
	*Welcoming interest/Identities	*Perception	*Interaction
	*Sustaining Effort & Persistence	*Language & Symbols	*Expression & Communication
	*Emotional Capacity	*Building Knowledge	*Strategy Development
<div>Modifications, Accommodations, and Differentiation (Content, Process, Product, Environment)</div>	<div>1. How will you differentiate instruction for students who struggle with reading?</div> <div>How will you differentiate instruction for students who struggle with writing?</div> <div>How will you differentiate instruction for students who struggle with attention?</div>		

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	<p>What are different ways you can have a student demonstrate they know and understand the material you are presenting?</p> <p>How will you get unmotivated or unengaged students to be involved?</p> <p>2. How will you support students who need extension and enrichment during this lesson (e.g., higher level thinking questions)?</p> <p>3. English Learners: What strategies will you use to support English learners during your lesson?</p> <p>4. What modifications and accommodations will be used during the lesson to support the learning of students with disabilities?</p>
<p>Assessment--formative and/or summative *Are ALL keys included and examples of student or teacher work included in lesson plan packet handed in for assessment?</p>	

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Universal Design for Learning Components:
<https://udlguidelines.cast.org/>

The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



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Accessibility Checklist (Provided by PaTTAN July 2025)

As part of changes to ADA Title II requirements, all educators must consider the following when crafting lesson plan and corresponding materials.

- ☐ How might someone equally access the content in this material using only their ability to see, hear, or touch?
- ☐ If the material contains text, to what extent can the text be read aloud by a text to speech application?
- ☐ If the material contains text, to what extent can the text be altered including changes to font size, spacing, and color?
- ☐ To what extent can the content in the materials be magnified, enlarged, or otherwise altered to change the size of the information presented?
- ☐ To what extent can the default colors be altered to provide varied contrast?
- ☐ To what extent is there a corresponding text representation when audio/video plays (e.g., captions)?
- ☐ Is there a corresponding optional audio track that can be played describing the action in video content (e.g., video descriptions, transcripts)?
- ☐ To what extent do images have corresponding text describing the representation and can this text be presented in an audio format (e.g., ALT-text)?
- ☐ To what extent could a user interface and interact with the material using a switch?
- ☐ If the material is a physical object, to what extent is it portable, moveable, adjustable, or mountable to invite access by people of varied heights or ambulation abilities?
- ☐ To what extent does the creator of the material/lesson provide information regarding the accessibility considerations or limitations? Does the creator of the material/lesson share an accessibility statement?