Your Name Education course(s)

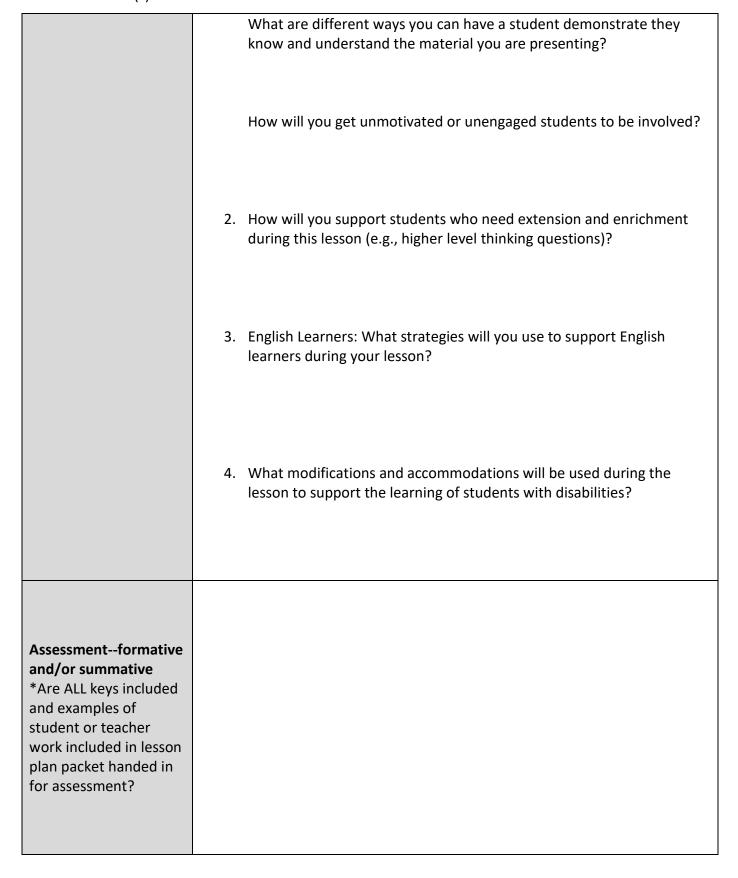
Lesson Component	Detailed Lesson Plan
	Grade:
Intended Audience	Students:
PA Core Standards/Content Standards	
*Remember to think about the condition, behavior(s), criterion, and timeframe (CBCT) At Bloom's taxonomy level.	
Essential Question(s)	
Prerequisite Skills and Knowledge	
Materials	
Diversity, Equity, and Inclusion	How will you intentionally cultivate culturally responsive practices and diversity, equity, and inclusion in this lesson? 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 *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)	

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?				
*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)	Prompt & Gradual Release (We do) Check (You do independently)			

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	Questioning Strategies (think BLOOM!):
	Engaging Activity:
Closing	

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



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.

Design Multiple Means of Engagement



Design Multiple Means of Representation



Design Multiple Means of **Action & Expression**



Design Options for

Welcoming Interests & Identities

- · Optimize choice and autonomy
- Optimize relevance, value, and authenticity
- · Nurture lov and play
- · Address biases, threats, and distractions

Design Options for

Perception

- Support opportunities to customize the display of information
- Support multiple ways to perceive information
- Represent a diversity of perspectives and identities in authentic ways

Design Options for

Interaction

- Vary and honor the methods for response, navigation, and movement
- Optimize access to accessible materials and assistive and accessible technologies and tools

Design Options for

Sustaining Effort & Persistence

- · Clarify the meaning and purpose of goals
- Optimize challenge and support
- Foster collaboration, interdependence, and collective learning
- Foster belonging and community
- · Offer action-oriented feedback

Design Options for Language & Symbols

- Clarify vocabulary, symbols, and language structures
- Support decoding of text, mathematical notation, and symbols
- Cultivate understanding and respect across languages and dialects
- Address biases in the use of language and symbols
- · Illustrate through multiple media

Design Options for

Expression & Communication

- · Use multiple media for communication
- Use multiple tools for construction, composition, and creativity
- Build fluencies with graduated support for practice and performance
- Address biases related to modes of expression and communication

Design Options for

Emotional Capacity

- Recognize expectations, beliefs, and motivations
- Develop awareness of self and others
 Promote individual and collective reflection
- Cultivate empathy and restorative practices

Design Options for

Building Knowledge

- Connect prior knowledge to new learning
- Highlight and explore patterns, critical features, big ideas, and relationships
- Cultivate multiple ways of knowing and making meaning
- Maximize transfer and generalization

Design Options for

Strategy Development

- Set meaningful goals
- Anticipate and plan for challenges
- Organize information and resources
- Enhance capacity for monitoring progress
- Challenge exclusionary practices

CAST Until learning has no limits

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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?