

Subject / Course: _____Grade Level / Target: _____

Topic / Lesson Title: _____Estimated Time: _____

Instructor Name: _____Date: _____

1. LESSON OVERVIEW AND ESSENTIAL QUESTIONS

Lesson Overview: *[Write a 2 to 3 sentence summary of what students will learn and do.]*

Essential Questions:

- *[Insert essential question 1]*
- *[Insert essential question 2]*

2. PREREQUISITES AND RESOURCES

PRIOR KNOWLEDGE REQUIRED	INSTRUCTIONAL MATERIALS AND TOOLS
• [Knowledge/skill 1] • [Knowledge/skill 2]	• [Slides / Worksheet] • [Text or article] • [Lab materials / EdTech tool]

3. STUDENT LEARNING OUTCOMES (SLOS)

By the end of this lesson, students will be able to:
SLO 1: *[Action verb + content + context]*
SLO 2: *[Action verb + content + context]*
SLO 3: *[Action verb + content + context]*

4. CONSTRUCTIVE ALIGNMENT MATRIX

#	STUDENT LEARNING OUTCOME	BLOOM'S LEVEL	TEACHING & LEARNING ACTIVITY	ASSESSMENT TASK
1	By the end of this lesson, students will be able to [insert outcome].	[Remember / Understand / Apply / Analyze / Evaluate / Create]	[Describe how students will practice the skill.]	[Describe how students will demonstrate mastery.]
2	By the end of this lesson, students will be able to [insert outcome].	[Insert level]	[Describe activity.]	[Describe assessment.]
3	By the end of this lesson, students will be able to [insert outcome].	[Insert level]	[Describe activity.]	[Describe assessment.]

5. INSTRUCTIONAL DELIVERY AND TIMELINE

PHASE & TIME	OBJECTIVE	TEACHER ACTION	STUDENT ACTION
Phase 1: Hook & SLOs <i>Time: []</i>	Activate prior knowledge & clarify target.	[Hook, question, demo, or review activity.]	[Participate, respond, reflect.]
Phase 2: Direct Instruction <i>Time: []</i>	Introduce / model required knowledge & skills.	[Explanation, modeling, or worked example.]	[Active listening, note-taking, asking questions.]
Phase 3: Guided Practice <i>Time: []</i>	Supported practice with cognitive skill.	[Prompts, questioning, feedback, scaffolding.]	[Individual, pair, or group practice.]
Phase 4: Independent Application <i>Time: []</i>	Demonstrate outcome independently.	[Monitor work, clarify directions, collect evidence.]	[Complete aligned assessment task.]
Phase 5: Closure & Reflection <i>Time: []</i>	Connect performance back to SLOs.	[Facilitate reflection, discussion, or exit ticket.]	[Reflect on learning and identify remaining questions.]

6. DIFFERENTIATION AND ACCOMMODATIONS	7. ASSESSMENT CRITERIA
Additional Support: • Visual aids / Vocabulary support / Sentence starters • Graphic organizer / Worked example / Small group Extension: • Complex problem / Independent research / Higher-level task	Assessment Type: [Formative / Summative] Evidence of Mastery: [Describe successful performance.] Rubric / Criteria: [List key criteria used to judge performance.]

8. POST-LESSON ALIGNMENT AUDIT

- ☐ **Outcome alignment:** Does each SLO describe an observable student action?
- ☐ **Bloom's alignment:** Does the chosen Bloom's level accurately represent the cognitive work?
- ☐ **Assessment alignment:** Does the assessment require students to perform the same cognitive process as the SLO?
- ☐ **Activity alignment:** Do students practice the required skill before they are assessed?
- ☐ **Content alignment:** Does the assessment measure the specific content named in the SLO?
- ☐ **Criteria alignment:** Does the rubric or answer key measure the stated outcome?
- ☐ **Evidence & Differentiation:** Produces sufficient evidence & supports target outcomes without lowering demand.