




**Lesson Overview**

<b>Learning Objective(s)</b>	<b>Today I will...</b> <b>So that I can...</b> <b>I am successful when...</b>		
<b>Standard(s)</b>	Academic Standards:		
	Alternate Standards:		
<b>Skills and Knowledge</b>  <hr/> <i>*What is the Alternate Standard asking students to be able to do? (verbs)</i>  <hr/> <i>*What is the Alternate Standard asking students to know? (key concepts)</i>	<b>Emerging (Tier 1):</b> Students at this level require maximum support in skills learning aligned to Alternate Standards (ie visual pictures, choosing a single picture, errorless learning, choice making).	<b>Developing (Tier 2):</b> Students at this level will use picture supports aligned with texts, choice making, and will need more teacher guided support, while working on skills aligned to the Alternate Standard.	<b>Applied (Tier 3):</b> Students at this level are expected to reach the highest level of independence and complete skills aligned directly to the Alternate Standard.
<b>Vocabulary</b>	<a href="#">Academic Vocabulary - English Language Arts</a>  <a href="#">Academic Vocabulary - Mathematics</a>  <a href="#">Core Vocabulary:</a>		
<b>Resources</b>  <hr/> <b>Link to Project Success Website:</b> <a href="#">Curriculum Resources</a>  <i>*What district or school level curriculum is available and aligns to grade level Alternate Standards?</i>  <i>*What curriculum is available to general educators? How could it be modified to meet the needs of students utilizing the Alternate Standards?</i>			

Procedures and Methods	Instructional Strategies	
	Teacher Action	Student Action
<p>1.</p> <hr/> <p>Link to Project Success Website:  <a href="#">Instructional Documents</a></p> <hr/> <p><b>*Compelling Opener</b>            How will you capture students' attention when they enter the room?  </p> <p><b>*New Information</b>  </p> <p><b>*Practice</b>  </p> <p><b>*Closure</b>            How will I check for understanding to inform next steps?</p>	<p>1.</p>	<p>1.</p>