

<b>ELA LESSON / CORE Curriculum MODULE:</b>		Date:	
Grade:	Number of students:		
<b>CENTRAL FOCUS</b>		Time:	
<b>ACADEMIC LANGUAGE /VOCABULARY</b>		<b>Teacher-directed</b> <input type="checkbox"/> Read-aloud <input type="checkbox"/> phonics/decoding <input type="checkbox"/> Comprehension Strategy/skill <input type="checkbox"/> Guided Reading <input type="checkbox"/> Writing <input type="checkbox"/> Vocabulary/Word Study	<b>Structure(s) or grouping</b> <input type="checkbox"/> Whole class <input type="checkbox"/> One on One <input type="checkbox"/> Small group <input type="checkbox"/> Other
<b>Instructional Context/Rational:</b>			
<b>Common Core Standards</b>	<b>Learning Objective(s)</b>	<b>Learner Target(s)</b>	<b>Assessment/evidence of learning tool(s)</b>
<b>RESOURCES/Materials used by teacher and by learners</b>			
Technology/Smartboard/Website	Literature/trade book/text:	Handouts/manipulatives	Post Learning Target/Anchor charts/other
<b>Lesson delivery: Co-Teaching Structure</b>			
<b>Launch:</b>			
<b>Explore:</b>			
<b>Closure:</b>			
<b>Differentiation</b>	<b>Co- teaching Group-</b>	<b>Co- Teaching Group-</b>	<b>Co -Teaching Group-</b>
time	Mentor T.-directed/guided reading	T. Candidate-directed activity/guided reading	Independent literacy Act
time	Independent literacy Act	Mentor T.-directed/guided reading	T. Candidate-directed activity/guided reading
time	T. Candidate-directed activity/guided reading	Independent literacy Act	Mentor T.-directed/guided reading

<b>Assessment Date:</b>			<b>Assessment Evidence Tool/Product:</b>		
Learning Objective/Learner Target:					
<b>Learners who Successfully Met Target EXCEEDS EXPECTATIONS(3)</b>		<b>Learners who Met Target MEETS EXPECTATIONS(2)</b>		<b>Learners who Did Not Meet Target BELOW EXPECTATIONS(1-0)</b>	
<b>Action plan</b>		<b>Action plan</b>		<b>Action Plan</b>	

Observations made for Patterns of Learning

- 1. One Teach, One Observe:** One teacher has primary responsibility for instruction, while the other observes and collects data.
- 2. One Teach, One Assist:** One teacher has primary responsibility for instruction, while the other assists with teaching tasks (e.g. passing out papers, writing notes on the board) and provides individual student assistance.
- 3. Station Teaching:** The teachers divide the content and the students. Each teacher then teaches part of the content to one group and subsequently repeats that instruction for the other group. If appropriate, a third station can be developed at which students work independently.
- 4. Parallel Teaching:** The teachers divide the class into two groups. Then, simultaneously, each teacher teaches one of the groups. They teach the same content, in the same manner.
- 5. Alternative Teaching:** One teacher takes responsibility for the majority of students, while the other teacher works with a smaller group of students needing specialized attention (e.g. remediation, enrichment).
- 6. Teaming/Team Teaching:** Both teachers work together to deliver the same instruction at the same time to the whole group of students.