Unit Title: **Type your unit title here – color code with your unit color** Activity Plans: **Type your Activity Plans title here**

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| **Activity Standards: Once filled in with the learning progression these can be printed, cut apart and linked to the learning for the day/week as an assessment rubric***Include full standard statements or abbreviations below – Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards-do not pick and choose)* |
| **Learning Progression** |
| **Deconstructed General Standard Zone** | **OLS-E Zone** | **Building the Base Zone**  |  **Engagement Zone**  |
| * Add your general standard(s) here
 | * Add the extended standards here
 | * Add the base skills here
 | * Add engagement skills here
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| **2. Instructional Outline***(this plan may span multiple days or weeks – as long as it takes to assess and teach standards outlined above)* Instructional Timeline/Outline *(includes planning for direct instruction, work groups, small group instruction/guided practice, independent practice, re-teach, Tier’s I and II*Week I:Day 1 - Pre-assessmentIntroduction/priming *(present problem, project, vocabulary, etc.)*Day 2 - Day 3 - Day 4 - Day 5 - Week 2: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)Day 1 -Day 2 -Day 3 - Day 4 - Day 5 - Week 3: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)Day 1 -Day 2 -Day 3 - Day 4 - Day 5 - Week 4: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)Day 1 -Day 2 -Day 3 - Day 4 - Day 5 -  |
| **3. Providing Access** | **Designing to the Edges****Tip-to-tip** |
| The items below can be students specific or level specific | Universal Access Universally Accessible Features: Tools, Supports, Environments | Activity SpecificFlexible Access/ChoiceMultiple Means/Differentiated Tools | Student Specific Supports/Services/AT(add student initial or code here to identify student specific/individualized features or SDI) |
|  | **Student Specific Supports and Services across the Tiers aligned to this lesson:***(Should be pulled from the IEP, reading improvement plan, gifted plan, 504 Plan, behavior plan, ELL plan, diverse learner profile, etc.)**-Assistive Technology* *-Instructional strategies* *-Environmental adaptations* *-Features (24pt font size, fuzzy tactile, 4 choices, raised surface, etc.)* |
| **Assessment: Pre/Post*** Work sample-with √ list, rubric or notes
* Captioned photo(s)
* Video tape – **with data sheet**
* Benchmark assessment
* Diagnostic measure - Specific Skill Targeted:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Audio recording – **with data sheet**
* Test/Quiz -**accessible**
* √ list –task analysis
* Student Growth Measure formatted like AA
* Rubric – with Learning Progressions
* Other
 |  |  | Student Initial: |
| **Aligned IEP/RIMP goals/objectives** | Student Initial + Goal/Objective: |
| **Teaching Materials/Instructional Materials:*** Instructional Strategies
* Instructional Technologies
* Curricular Resources
* Evidence-based Practices
* Online materials
 |  |  | Student initial: |
| **Student Materials/Participation Materials:*** Links to online information/tools
* Manipulatives
* Templates/graphic organizers
* Visuals
* Social supports
* Executive function supports (time management, organization, etc.)
* Learning tools (microscopes, scissors, maps, books, protractors, word/sound wall, etc.)
 |  |  | Student Initial: |
|  |  |  |  |
| **Notes, reflections, unforseen barriers, thoughts, ideas:****Scaffolds provided during learning:** **(add learner specific notes for review and replacement tools/teaching for independence)** |