

Title of the Lesson (must be centered)
Lesson # (if part of a sequence)

Name: (Your name)

Duration of Lesson: (How long will the lesson take)

Subject Area(s): (list subject)

Grade Level: (list grade)

Context for Learning: (Attention to students' backgrounds, interests, and needs)

WHO are the students in this class (or in this group)?

- How many students will you be teaching? How many males? Females?
- What is the age range or grade level(s) of the students?
- What are the identified English language proficiency levels of the students? What do you know about the students' conversational and academic English? How do you know?
- What prior knowledge, skills, and academic background do students bring to the lesson (consider previous learning experiences, assessment data, etc.)? How do you know?
- What additional needs might students have (describe any special considerations and/or exceptional needs)? How many students have Individualized Educational Plans or 504 plans?
- What are the represented socio-economic, cultural and ethnic backgrounds of the students? How might these influence your planning, teaching and assessment?

State Standard(s)

- Cite the grade level and standards using the numbers as well as the text. Use only the relevant parts to help focus your lesson planning.
- Link to State Standards <http://www.tn.gov/education/curriculum.shtml>

Behavioral Objectives

WHAT do you want students to think, know understand and/or be able to **do** (identify, give examples, compare, use, design, judge, etc.). Be specific and use concrete terms. HOW will students demonstrate this? Describe observable actions. (Objectives should be directly connected to Standards listed)

You may use the following sentence frame:

Given (learning activities or teaching strategies), the learners will (assessable behaviors) in order to demonstrate (connection to standards).

Language Objectives (Academic Language):

WHAT do you want students to think, know understand and/or be able to do with language (identify, give examples, compare, describe, retell, summarize, define vocabulary, use vocabulary words, demonstrate understanding of comparing and contrasting, etc..) Be specific and use concrete terms.

- What key vocabulary, content-specific terms, word wall words, etc. do you need to teach and how will you teach students that vocabulary in the lesson?
- HOW will students demonstrate their English language development within the context of the content lesson? Describe observable actions.
- Academic language functions: What are students doing with language to express their developing understanding of the content you are teaching?
- Linguistic forms: What words and phrases do students need in order to express their understanding of the content you are teaching? How will you teach students the grammatical constructions (this is where you identify sentence frames)?
- What opportunities will you provide for students to practice the new language and develop fluency (written or oral)?

Formative Assessment (Process):

- How will you know that the students are learning/working towards your goals?
- How will students demonstrate their understanding?
- In what ways will you monitor student learning during the lesson and how might this guide your instruction?
- What specific actions do you expect to observe?
- How will you record what you see and hear?
- What criteria will you use to judge whether your students are/are not meeting the goals of the lesson?
- What feedback will you provide? How will your feedback support students in meeting the goals of the lesson?
- Describe the ways in which you will use these assessments to inform your teaching decisions during the lesson.

Summative Assessment (Product):

- What evidence of student learning will you collect and in what ways will the evidence document student achievement?
- In what ways will the evidence document student achievement?
- Does your assessment allow all students to show what they know or have learned?
- How might you modify your assessment/s for the students with whom you are working?
- How will your students be able to reflect upon and self-assess their learning?
- What are your evaluative criteria (or rubric) and how do they measure student proficiency for your objectives? Evaluative criteria are categories that you use to assess student learning (e.g., the accuracy or quality of the students' identifications, explanations, solutions, computations, analyses, applications, designs, judgments, etc.
- Are your assessments aligned with your objectives?

Materials

- What materials will you need in order to teach this lesson?
- What materials will students need?

Procedures: (Consider the following questions as you describe the procedure in the table provided below?)

- How will you communicate the learning goals and objectives to students?
- What explicit learning instruction occurs: what specifically are the students learning in this lesson?
- What **learning activities** do you have planned **for the students** (Note: these describe *what the students* do during the lesson)
- What **instructional strategies** will you use (Note: Instructional strategies describe *what the teacher does* during the lesson).
- Provide estimates of time.
- Articulate a purpose for your selection of each learning activity.
- What are the key teacher questions or prompts?
- What are the procedural directions for students to follow?
- Will students be grouped and, if so, by what criteria?
- In what ways will you ensure equitable learning opportunities for all students?
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Time	Learning Activities -Teacher	Learning Activities - Students	Purpose
<i>****Use numbers to sequence procedures and align Time, Learning Activity and Purpose in each column.</i>			
Ex: 1. 5 min	<p>1. I will begin by asking students what they remember about.....</p> <p><u>Anticipatory Set:</u> (Introduction of the topic: making connections) This means applying what you know about your students' academic and social development and cultural backgrounds to make the learning interesting, accessible and relevant.)</p> <ul style="list-style-type: none"> • How will you engage your students? • How will you connect to your students' previous experiences? • How will you link this to their lives as students? • How will you communicate your learning goals/objectives or your expectations to the students? <p><u>Presentation/Explicit Instruction:</u></p> <ul style="list-style-type: none"> • How will you explicitly teach/model or demonstrate the skill/strategy/concept? • How will you adapt the instructional procedures to meet the needs of the students whom you are teaching? • Remember: telling is not teaching! <p><u>Structured Practice/Exploration:</u></p> <ul style="list-style-type: none"> • What learning activities do you have planned? • What kind of examples/samples will you provide for your students?How will students know where the work is going and what is expected of them? • What opportunities will you provide for students to practice this new skill/strategy? • What questions might you pose to check for understanding? 	<p>1. Students will be seated and will raise hands and be called on to contribute to teacher-led discussion.</p>	<p>1. To activate prior knowledge....</p>

	<p><u>Guided Practice/Feedback:</u></p> <ul style="list-style-type: none"> • What additional opportunities will you provide for students to practice this new skill/strategy? • What questions might you pose to push student thinking and check for understanding? • What feedback do you plan to provide? • How might you correct student misunderstandings? <p><u>Independent Practice/Application:</u></p> <ul style="list-style-type: none"> • What kind of opportunities will you provide students to apply this new learning and demonstrate mastery? • How might students evaluate their work and its implications. 		
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Modifications:

- How will the key points of the lesson be articulated? By whom?
- How do procedures and assessment address accommodations for students with I.E.P.s?

Closure

- How will the key points of the lesson be articulated? By whom?
- What questions or prompts will you use to elicit student articulation of their learning?
- How will students rethink and revise their understanding and work?

Once you have completed the lesson plan, take a moment to analyze and reflect on what you have designed and consider the criteria of internal consistency and professional quality. You do not have to write responses to the question prompts.

Internal Consistency:

- Are the lesson procedures consistent with objectives and assessments?
- Is there an apparent purpose for using the specific learning activities?
- Is the lesson developmentally and logically sequenced?
- Are the steps clear, concise and explicit?

Professional Quality:

- Does your name appear on the lesson? Does the name of the class appear on top? Is the school site identified? Does the lesson have a title?
- Can someone else teach from this lesson plan?
- Does the formatting of the lesson plan conform to professional standards (computer printed, clearly outlined and formatted, succinct, yet complete)?

Reflection

- Indicate how specific research/theory guided your selection of specific strategies and materials to help your students develop the skills and strategies needed to meet the learning objectives.
- What worked? What did not? For whom? Why?
- How does this reflection inform what you plan to do in the next lesson?
- What were your instructional strengths and areas for growth?