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| **Name:** |  | **Grade:** |
| **Lesson Title:** |  | **Date:** |
| **CC Standard(s):** | | |
| **Classroom/Lesson Context (please check the following that apply):**  \_\_\_\_ Whole Group \_\_\_\_\_ Small Group \_\_\_\_\_ One-on-One \_\_\_\_\_ Students with IEPs/504s \_\_\_\_\_ ELL Students  \_\_\_\_ Other (Please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)  **Please specify the number of students:**  \_\_\_\_\_ Girls \_\_\_\_\_Boys | | |
| **Individual Education Plan Goal(s) and Benchmarks specific to this lesson:** | | |

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| **Learning - Focus** | **Strategies** |
| **Essential Question(s)**  1-3 BIG ideas! How can these questions be used to guide your instruction? |  |
| **Central Focus/Lesson Objective(s)**  Objectives are measurable and aligned with the standard. |  |
| **Academic Language**  What is the key language demand? What academic language will you teach or develop? What are the key vocabulary words and/or symbols? | **Language Functions** (Identify the purpose for which the language is being used, with attention to goal and audience- the one verb from the standard; ex. explain, describe, analyze, etc.)  **Language Vocabulary** (Identify key, content specific words for this lesson: examples of vocabulary words- drama, prose, structural elements, verse, rhythm, meter, characters, settings, descriptions, dialogue, stage directions. Additionally, include words within a text necessary for students’ comprehension.) |
| **Materials**  What resources can be used to engage students? |  |
| **Introduction to Lesson/**  **Activating Thinking**  What is the ‘hook’ for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher level thinking. How will you introduce the content specific vocabulary words?  **\*\*\*Use knowledge of students’ academic, social, and cultural characteristics.** | **Accommodation(s)**- (a change that helps a student overcome or work around the disability)**:**  **Modification(s)**- (a change in what is being taught or what is expected from the student)**:**  **Differentiation**- (tailoring instruction to meet individual needs; differentiating the content, process, and/or product)**:**  **Language Syntax** (set of conventions for organizing symbols, words, phrases into structures, sentences):  **Language Discourse** (structures of written or oral language; how participants of the content area speak, write, and participate):  **Management Plan:** |
| **Body of Lesson/**  **Teaching Strategies**  What will you have the students do after you introduce the lesson to learn the standards? What questions will you ask to promote higher level thinking?  **What opportunities will you provide for students to practice content language/**  **vocabulary? What language supports will you offer?** | **Accommodation(s)**- (a change that helps a student overcome or work around the disability)**:**  **Modification(s)**- (a change in what is being taught or what is expected from the student)**:**  **Differentiation**- (tailoring instruction to meet individual needs; differentiating the content, process, and/or product)**:**  **Language Syntax** (set of conventions for organizing symbols, words, phrases into structures, sentences):  **Language Discourse** (structures of written or oral language; how participants of the content area speak, write, and participate):  **Management Plan:** |
| **Closure/**  **Summarizing Strategies:**  How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? Will you provide opportunities for students to apply new knowledge while making connections to prior learning? | **Accommodation(s)**- (a change that helps a student overcome or work around the disability)**:**  **Modification(s)**- (a change in what is being taught or what is expected from the student)**:**  **Differentiation**- (tailoring instruction to meet individual needs; differentiating the content, process, and/or product)**:**  **Language Syntax** (set of conventions for organizing symbols, words, phrases into structures, sentences):  **Language Discourse** (structures of written or oral language; how participants of the content area speak, write, and participate):  **Management Plan:** |
| **Targeted Language Support**  Describe the instructional supports that help students understand and successfully use the language function and additional language demands (vocabulary, syntax, and discourse). |  |
| **Assessment/**  **Evaluation**  Every standard listed above must be assessed and included. Questions to consider while planning:  How will students exhibit an understanding of the lesson’s objectives? How will you provide feedback? What evidence will you collect to demonstrate students’ understanding/mastery of the lesson’s objective(s) including their usage of vocabulary? | **Assessment Plan for IEP Goals and/or 504 Plans** (This is a plan and should be written as such; remember to identify both formative & summative assessments throughout the lesson)**:**  **Assessment Plan for Learning Objectives** (This is a plan and should be written as such; remember to identify both formative & summative assessments throughout the lesson)**:** |
| **Reflection/Analyzing Teaching Effectiveness**  Reflection includes characteristics of the lesson and specific examples on how it can be improved. Improvements are based on the effectiveness supported by evidence on how well the objectives were achieved. Specific examples to improve future lessons are provided. |  |

*\*\*\*Credit for this template belongs to Tennessee State University, Stanford Center for Assessment, Learning and Equity (SCALE), and Columbus State University.*