**\*\*\*Reminder: All fields must be completed prior to submission.**

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| **Lesson Title:** |  | **Grade:** |
| **Date:** |
| **CC Standard(s):**  **Must include a standard from CCR.** | | |
| **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:**  **Include any RELEVANT IEP goals of any students with IEPs.** | | |

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| **Learning - Focus** | **Strategies** |
| **Essential Question(s)**  1-3 BIG ideas! How can these questions be used to guide your instruction? | This would be the questions that form the basis of your lesson. If your lesson is based on a fourth grade objective (i.e., Determine the main idea of a text.) one of you big ideas might be, “ What information should be included in the main idea of a text?” |
| **Central Focus/Lesson Objective(s)**  Objectives are measurable and aligned with the standard. | What will the students be able to do at the end of this lesson? What is your goal for students after you have taught this lesson? Think about how you will assess this central focus, because you should think about the method of assessing this goal. |
| **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 Function** (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.)  **Summarize- This should be only one or two words. Otherwise you will have to assess every single purpose for the lesson.**  **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.)  This should be actual vocabulary, like, summary, summarize, main idea, key details. |
| **Materials**  What resources can be used to engage students? | Be very specific and detailed regarding materials. List specific pages that you will use if you are reading a book, or specific article title. If students share article or book, make this obvious here. If you are doing an assessment, like a venn diagram, make sure you have this on the materials. |
| **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.** | **Give lots of details regarding each part of the lesson. Talk about the way you will tap into prior knowledge, find out what the students know, and get them engaged. Directly link this back to the standard. Be aware of the vocabulary you have said you will teach and use. Make this explicit. What questions will you ask? What resources will you utilize to begin the lesson? How will you get the students to be involved? Will you have large group discussion, small group discussion, think-pair-share? Be specific in what strategies you will employ. You can also anticipate where kids might stumble during the introduction and what you might do about this. Also include a few questions that you have thought of specifically. WRITE THEM OUT.**  **Don’t just skip these. Use these to give more detail to each part of the lesson. If you do not address one of the following in this part of the lesson, then just put N/A beside it. I will answer these first ones to give you an example.**  **In this lesson, I would bring the students to the carpet and let them read a short article, “Meet the Woman Who Invented the Automatic Washing Machine”. They would take 10 minutes to read. I would give them a half-sheet of paper organized with the topics: who, what, where, why, how. After they read the article and filled it out, I would have a large sticky note with the same topics. I would lead them through a guided discussion of each of those topic answers (i.e., who- Josephine Garis Cochrane). With this information, I would model writing a sentence or two describing the main idea of a text.**  **Accommodation(s)**- (a change that helps a student overcome or work around the disability)**:**  **If I had a student with a VI, I would make sure to have the article in large print. If the child had difficulty with writing on a clipboard with a pencil, I would let them use a laptop. I would arrange for them to have the graphic organizer ahead of time.**  **Modification(s)**- (a change in what is being taught or what is expected from the student)**:**  **This is for a student in your class that might not be able to read that much of an article, but you would like to participate in answering the “wh” questions. This changes the entire focus for this child, but you would have included his IEP goal for answering “wh” questions after reading or hearing a text. You would share your specific modified plans for this student here.**  **Differentiation**- (tailoring instruction to meet individual needs; differentiating the content, process, and/or product)**: You could restate what you have already discussed in terms of accommodations and modifications. You could also state here that you have 3 different articles, longer and more advanced, regular 4th grade article, or a shorter and simpler version of the article. You could use these with different students based on their reading ability or ability to attend.**  **Language Syntax** (set of conventions for organizing symbols, words, phrases into structures, sentences): I would describe the whole group discussion of the topics (i.e., who, what where) and how I will model using this information to write a summary sentence.  **Language Discourse** (structures of written or oral language; how participants of the content area speak, write, and participate): Here I might discuss the graphic organizer that is used individually and as a whole group. I would share a copy of this at the end of the lesson plan, so that others can easily see what you are describing.  **Management Plan: Write about any management plan that will be used during this lesson. It can be specific to the part of the lesson (introduction) or it can be used throughout the lesson.** |
| **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?** | **You might just use one or two of these in each part of your lesson.**  **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)**: Students will be able to work independently or in pairs to come up with the main idea of a book they have read. Some students will be intentionally paired because of their ability to do independent work. Students who are simply answering the “wh” questions will be paired with other students who have this IEP goal.**  **Language Syntax** (set of conventions for organizing symbols, words, phrases into structures, sentences):N/A  **Language Discourse** (structures of written or oral language; how participants of the content area speak, write, and participate): Students will discuss their main idea of a book of their choice with another student.  **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). | I will intentionally teach the vocabulary during the introduction part of the lesson. Throughout the lesson, I will model this targeted language. If someone uses language other than this targeted language, I will rephrase and model the targeted language. |
| **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? | **Reminder: Assessment plan must align with objective(s)/standard(s).**  **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)**:**  **Formative assessment will include my monitoring the students’ ability to answer “wh” questions. I will ask leading questions and model the desired answer. I will press for misconceptions. I will be using a data collection sheet for all students on IEPs, checking for their understanding of the “wh” questions. I will be able to easily check the ones they do NOT understand. If they miss one type of question more than once, I will plan to re-teach to a small group of the students with IEPs.**  **Summative assessment will include the student’s answering the “wh” questions after they read an article, appropriately chosen level of difficulty.**  **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)**:**  **Formative assessment will include asking questions of students while they are working independently or in pairs. I will make sure that all students are actively engaged and looking for the “wh” questions. I will also facilitate the process of moving from the “wh’ questions to summarization.**  **Summative assessment will include that summaries at the end of the reading at the end of the week. I will be looking for all of the correct key details and use of language. Rubric is included at the end of this lesson plan.** |

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