|  |
| --- |
| **Department of Elementary Education Lesson Plan Format****Legend** |
| Candidate |  Date | Grade Level | Subject Area(s) & Topic(s) |
| [ ]  Single-day lesson[ ]  Multi-day lesson  | [ ]  Whole-class lesson[ ]  Small-group lesson | Name of Instructional Model[ ]  Explicit/Direct Instruction [ ]  Inquiry, Problem-Based Lesson, or Project-Based Lesson[ ]  Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Student Learning Profile** |
| English Language Development levels of students in the class or group (*please check all that apply)* | Student(s) present with: |
| [ ]  Emerging [ ]  Expanding **OR**[ ]  Bridging   | [ ]  ELD 1 (Beginning)[ ]  ELD 2 (Early Intermediate) [ ]  ELD 3 (Intermediate) [ ]  ELD 4 (Early Advanced)[ ]  ELD 5 (Advanced) | [ ]  IFEP (Initially Fluent English Proficient)[ ]  RFEP (Redesignated Fluent English Proficient)[ ]  English only | [ ]  IEP[ ]  504 plan |

|  |
| --- |
| **Before Teaching the Lesson** |
| **Standard(s)** | **Common Core/Content Standard(s):**  | **ELD Standard(s):** |
| **Objectives**  | **Lesson Objective(s)/Goal(s):** | **Language Objective(s):** |
| **Knowledge of Students: Prior Academic Learning and Assets (Personal, Cultural, and Community)** |  |
| **Language Demands (Functions, Vocabulary, Discourse, Syntax)** |  |
| **Materials, including technology and visual aids** |  |
| **Classroom Management Strategies, including room arrangements and student grouping plan** |  |
| **Supports, accommodations, and/or modifications for specific students or groups** |  |

**Teaching the Lesson/Sequence of Lesson Procedures**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson Procedures/ Steps** | This portion the lesson plan will vary according to the instructional model indicated at the top of page one.  **Teaching Steps and Student Involvement/Activity**

|  |  |
| --- | --- |
| State what the student teacher is teaching/doing*Remember to embed differentiation strategies* | Anticipate students’ responses, errors, or misconceptions |
|  |  |

 |
| **Assessment Plan**  |   |
| **Review/****Closing** |   |

**After Teaching the Lesson**

|  |  |
| --- | --- |
| **Lesson Reflection Notes** (written after teaching) | 1. What was most effective about this lesson and how do you know?2. If you were going to teach this lesson again to the same group of students, what changes would you make to address collective whole class learning and individual student needs as identified in the student learning profile?3. How did your questioning and/or feedback during instruction build understanding of key concepts, related skills, higher level thinking and student discourse? How do you know?4. Based on your responses above (#1-3), how would formal/informal assessment data from the lesson inform the changes you would make in the next lesson in this series? 5. What is one piece of evidence that indicates you created a challenging, positive learning environment that promoted mutual respect among students and welcomed various perspectives? |

Revised: November 2021