

**Directions for Writing a Lesson Plan**

Candidate	Date	Grade level
Subject Area & Topic	<input type="checkbox"/> Single-day lesson <input type="checkbox"/> Multi-day lesson	<input type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class or group: <input type="checkbox"/> Emerging <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging  <input type="checkbox"/> English Only <input type="checkbox"/> IFEP (Initially Fluent English Proficient) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient)		Name of instructional model <input type="checkbox"/> Direct instruction <input type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/> Formal lesson evaluation? (rubric, criterion list) <input type="checkbox"/> Yes <input type="checkbox"/> No

**Content Objective/s: The learners will...** Write a precisely worded content objective that clearly and completely explains what the students will actually do by the end of the lesson to demonstrate their learning. It is traditional to begin an objective by stating, “The learners will...” or “The students will...” Follow this with a description of the desired student action or observable performance, being careful to include a descriptive, observable verb, such as “count,” “draw,” “create,” “perform,” “investigate,” “complete,” “compare,” “name,” or “explain,” etc. (Loosely stated cognitive objectives that use the terms “understand,” “comprehend,” “learn,” or “know,” are not useful and should be rephrased to describe a specific behavior that students will be expected to do to demonstrate their learning or understanding.) Here are some good objectives: “Given a metric ruler, the learners will measure the length of common linear objects to the nearest millimeter,” “Given live examples of five types of plants, the students will correctly compare and contrast physical characteristics of six plant structures (roots, stems, leaves, flowers, fruits, and seeds).” Objectives should address specific California state content standards or national Common Core standards. The instruction during the lesson and the evaluation at the end of the lesson must correlate with the stated objective. Remember, a good lesson will produce observable, measurable results based on the specified objective. It is acceptable to specify more than one content objective.

**Language Objective/s: The learners will...** Write one or more formal and precisely worded language objectives that clearly explain the language skills your English learners will be able to use during the lesson. A language objective should feature a descriptive, observable verb, such as “label,” “read,” “write,” “listen,” “retell,” “define,” “persuade.” Language objectives should address specific California state English Language Development (ELD) content standards and be appropriate for the ELD levels of students in the class or instructional group. If there are no English learners in the class or instructional group, you do not need to include a language objective.

**Content Standard/s:** Lessons designed for public school environments must almost always be based on the state content standards or the national Common Core Standards. List the word-for-word text of the official content standard/s this lesson addresses. All state and National Common Core standards are available online.

**California English Language Development Standard/s:** List the word-for-word text of the official California ELD standards—consistent with ELD levels of students you noted above. The California ELD standards are available online.

**Materials, Technology, and/or Visual Aids:** List all the special materials and technology you will need for the lesson.

**Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:** Describe any plans you might have to employ positive behavior support with certain students, or specific classroom management techniques you intend to employ, grouping plans, and/or reminders to yourself about participation or student dynamics.

**Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:** Describe strategies, procedures, and/or processes necessary to make this lesson comprehensible for all students. List or describe the modifications or accommodations you intend to include in the lesson to meet the needs of English learners, struggling readers, or other students with special needs. For example, you might state that the lesson will include props, pictures, or demonstrations to aid comprehensibility for English learners, that you will employ certain SDAIE (Specially designed academic instruction in English) or ELD (English Language Development) strategies, or you might describe how certain activities, materials,

*assignments, or assessments are adapted for certain students, including students with attention/impulsive/hyperactive disorders or high-achieving or gifted students and early finishers.*

**Academic Language and/or Vocabulary to be introduced:** *List vocabulary words or specialized terminology that will be introduced or used in the lesson that might be difficult or new for students.*

**Assessment or Evaluation Plan:** *Describe how you will formally or informally assess student work or behavior to determine whether the objectives were met for all students. The lesson should result in observable and/or measurable evidence of student learning that is directly related to the stated objective. Describe your assessment or evaluation plan, and attach the rubric or scoring guide, if one will be used.*

## Opening

**Motivation:** *Classically, at the beginning of the lesson, you will want to engage your students in some sort of brief interesting activity to get your students focused on the lesson, interested in the content, stimulated, and motivated to learn more. Script or describe how you will motivate students and introduce the lesson. You might decide to show an interesting picture, object, or display some special materials at this time. You might choose to review prerequisites or review previously learned content and relate it to the new lesson at hand. Or you might plan pose a stimulating question, or present something puzzling, interesting, or curious that is to be investigated.*

**Explanation of Objective to Students:** *Remember to explain the objective to your students at the beginning of your lesson, either before or after the motivation/introduction. Script or describe how you will plainly tell students, using age-appropriate language, what is going to be happening during the lesson and what they are going to be required to do and be able to do at the conclusion of the lesson.*

## Body of the Lesson

**Engaging Instruction or Learning Activities:** *Thoughtfully sequence the new information, the new concepts, the new vocabulary and/or academic language, and the new strategies/activities that you will present/provide for your students. Input or instruction can be provided by any number of engaging methods, certainly not only by way of teacher explanation or textbooks. You may provide input visually, auditorily, and/or kinesthetically. Learners can sometimes obtain input from one another during cooperative learning activities, during group explorations or science discovery activities, during problem-based math activities, from reference materials, from primary source documents or cultural artifacts, from props, from sensory experiences, from direction sheets, etc. You should spend a considerable amount of your planning time figuring out how to best sequence and organize your engaging instruction or learning activities to further your objectives. You may script this section or use bullets to outline your instruction or list the main steps or activities.*

**Demonstrations/Modeling/Examples:** *Bullet or describe techniques or skills you intend to model or demonstrate. Frequently, especially for English learners, it is important to not only tell students what to do, but to also show them what to do. Bullet or describe the rich, varied demonstrations, models, modeling, examples, materials, and/or technology that you intend to utilize.*

**Checking for Understanding:** *In your lesson plan, describe how you will monitor learning and check for understanding at various points in the lesson. The information you gather about student learning will let you know if you need to adjust the pace of your presentation, repeat explanations, adjust your methodology, provide more modeling, or clarify student misunderstandings.*

**Guided Practice:** *Guided practice allows your learners to rehearse the new information or practice the new skill/technique/action/procedure with your assistance and guidance. In this part of the lesson plan, describe what kind of guided practice activities you have planned to help students accomplish the objective. Strive to design guided practice activities that are highly engaging and motivating. Interesting, attractive practice materials, aspects of gaming, good pacing, and teacher enthusiasm help make students motivated to participate in practice activities.*

## Closing

**Final Activity or Independent Practice:** *Independent practice is when students are asked to practice something without assistance or direct guidance. Independent practice allows the instructor to check for mastery of the lesson objective.*

*In this part of the lesson plan, describe what your students will do independently to prove that they have mastered the objectives that you targeted for this lesson. Some independent practice activities may take place during lesson closing, but others may occur as a later extension activity, or at home, or during another lesson. Homework assignments, if you have them, should be carefully explained and special procedures modeled to insure student success. Not all lessons will include true independent practice, but all lessons should result in evidence of student learning in some fashion.*

**Formal Assessment or Informal Evaluation of Objective:** *Describe how you will assess your students' work or skill development to determine whether your objective has been accomplished and whether learning has taken place. Your assessment of student learning may be formal or informal, depending on the lesson, but formal assessment of student learning (using observable skills or work products and/or scoring rubrics) is preferred. Be careful to design the lesson so that you are assessing the exact objective that you specified at the beginning of the lesson plan. Remember, you will know your lesson was effective when it produces evidence of student learning.*

**Lesson Reflection Notes** *(Reflect on your lesson after teaching it)*

1. What was most effective about this lesson?
2. What is the evidence of student learning?
3. For students who did not fully accomplish the learning objective, what next steps might you design to help clarify or reinforce the key skill/concept?
4. For students who were successful in meeting the learning objective, what next steps might you design to challenge or logically move them to the new skill/concept?
5. What will you change the next time you teach?