**Lesson Plan Template for ED 330:**

**Color-coded w/Learning Objective Practice Template**

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| **Teacher’s Name** | **School** |
| **Class** (include name and grade(s) of class, description and number of students—English learners, first languages, SLIFE students, special education/IEPs, 504 plans, gifted/talented, etc.) | **Date** |

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| **Topic or Essential Question**  | **Standard(s)** (include both academic language function standard *and* content objective standard)*Red=academic language* ***function*** *(consider* [*WIDA Can Do indicators*](https://wida.wisc.edu/teach/can-do/descriptors)*,* [*Common Core standards*](http://www.corestandards.org/ELA-Literacy/)*Blue=content objective/material (use* [*Minnesota*](https://education.mn.gov/MDE/dse/stds/) *or national content area standards)* |
| **Academic Language Vocab and Forms** (including both key lesson vocabulary and target grammar/structure)*Green=6-10 target vocabulary;“bricks” = Tier 2 and Tier 3* *Orange=target grammatical structures and/or* ***syntax****; see academic language function chart; “mortar” words* | **Resources and Materials** (including supplementary and adapted) |
| **Higher Order Questions** (questions students cannot answer using one or two words or just by simple recall. These questions would be placed on level three, “apply” or higher on [Bloom’s Taxonomies](https://cft.vanderbilt.edu//cft/guides-sub-pages/blooms-taxonomy/) (action words suitable for objectives [here](https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf) and [here](http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/).)) |
| **Objective/Model Performance Indicator(s)** (including what exactly students will do with academic function and corresponding structural language target, content goal, key vocabulary, and support—not necessarily in this order)*Pink=language modality/****discourse*** *(speaking, listening, reading, writing)* *Brown=measurable outcome task (not something mental, rather, something students do or produce that you can observe)**Example: SWBAT write a paragraph describing the major events of Martin Luther King’s life in chronological order, using vocabulary words decade, minister, marches, protest, using the sequence words first, then, next, later, and the structure in+(year or decade), and the following supports: pictures from MLK’s life, maps of Georgia and Alabama, video, sentence frames with sequence words and vocabulary words.*Students will be able to write a paragraph describing (language function) the major events of MLK’s life (content) using maps and video (support). |
| **Assessment of Objective(s)/Model Performance Indicator(s)** (consider how you will determine the extent to which students were able to use the language function, vocabulary/symbols, syntax, or discourse to develop content understandings)  |
| **Differentiation** (including accommodations and modifications of content, materials, delivery, activity, assignment, assessment, etc.)*Purple=specific, differentiated supports linked directly to the unique needs of students in your class* |

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| **Classroom Components (Double-Click Each Box - Check All That Apply)** |
| ***Scaffolding*** | [ ] Modeling | [ ] Guided Practice | [ ] Independent Practice | [ ] Comprehensible Input |
| ***Grouping*** | [ ] Whole Class | [ ] Small Group | [ ] Partners | [ ] Independent |
| [ ] Flexible | [ ] Heterogeneous | [ ] Homogeneous | [ ] Cooperative |
| ***Processes*** | [ ] Reading  | [ ] Writing | [ ] Listening | [ ] Speaking |
| ***Assessment*** | [ ] Individual | [ ] Group | [ ] Written | [ ] Oral |
| [ ] Formative | [ ] Summative | [ ] Formal | [ ] Informal |

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| **Time** | **Lesson Sequence** (Including opening hook and closure); *make sure that your sequence is detailed enough so another teacher could follow it.****Label the Following Components:*** 1) Linking to Student Background and Experience 2) Linking to Past Learning 3) Developing/Reviewing Academic Language 4) Deepening Student Learning/Questioning 5) Supports and Differentiation 6) Assessment (formative and/or summative)  |
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| **Lesson Reflection** |

**Learning Objective Planning Template**

**SWBAT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ +**

 **(language modality) (measurable outcome task)**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(cognitive academic function) (material from content objective)**

**using the vocabulary words \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(list the target vocabulary words)**

**and using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(state the target grammatical structures/syntax)**

**with the following supports: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**KEY**

**Pink:** the language modality (can be more than one)

**Brown**:The measurable performance outcome that will tell you what they learned, typically includes one or more language modalities—speaking, listening, reading, writing.

**Red**: the cognitive academic function/discourse

**Blue**: the content objective derived from the standards

**Green**: key vocabulary (could be just a few or as many as ten)

**Orange**: target language structure (grammar, phrase, signal words, syntax)—tied to cognitive academic function

**Purple**: Include supports that differentiate for students with IEPs, 504 plans, and different EL levels in the class

Remember:

\* A good language objective has two parts: key vocabulary list + target language structures.

 -The content task determines which vocabulary to target.

 -The cognitive academic function determines which grammatical structures to target. Use the

 Academic Language Functions Chart to help you.

\* The proficiency level of students affects your choice of language objectives and how you should teach the material (how much scaffolding is appropriate).

\* The elements should all be included in your planning, but don’t need to be in this order.

\* One or two objectives is enough.

\* Many times it is helpful to create an example for yourself of what a good student product would look like, and then see what vocabulary and structures it contains.

\* This template is for planning! Always present objectives in student-friendly language.