**Lesson Plan Template**

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| **Teacher’s Name**  **(DO NOT INCLUDE IF FOR edTPA)** | **School**  **(DO NOT INCLUDE IF FOR edTPA)** |
| **Class** | **Date** |

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| **Topic or Essential Question** | **Standard(s)** |
| **Academic Language Functions and Forms** (including key lesson vocabulary) | **Resources and Materials** (including supplementary and adapted) |
| **Objective/ Performance Indicator(s)** (**LABEL** Language Function, Content, Support**):**  ***Delete examples***  *Example*: Students will be able to follow oral directions (**language function**) to design area maps (**content**) using manipulatives and illustrated examples (**support**).  *Example*: Students will be able to complete a graphic organizer (**support**) in writing (**language function**) about the evolution of musical genres (**content**) with a partner (**support**) | |
| **Assessment of Objective(s)/Performance Indicator(s) (**including both Language Function and Content**):**  ***Delete examples***  *Example*:  Students will create an area map using manipulatives.  Graphic organizers will be collected at the end of the period. | |
| **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/).)) | |
| **Differentiation** (including the support(s) listed in the Performance Indicators/Objectives; accommodations and modifications for students with IEPs and English learners; and differentiation of content, process, product, and/or learning environment) | |

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| **Time** | **Lesson Sequence**  **LABEL** the following components**:** 1) Hook/Opening 2) Linking to Student Background and Experience, 3) Linking to Past Learning, 4) Developing/Reviewing Academic Language and 5) Summary/Closing |
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| **Classroom Components**  **(**double-clickto check the boxes of the components that are present in your lesson plan.) | | | | |
| ***Scaffolding*** | Comprehensible Input | Modeling | Guided Practice | Independent Practice |
| ***Grouping*** | Whole Class | Small Group | Partners | Independent |
| Cooperative | By Readiness | By Interests | By Learning Profile/Style |
| ***Student Processes*** | Reading | Writing | Listening | Speaking |
| ***Assessment*** | Individual | Group | Written | Oral |
| Formative | Summative | Formal | Informal |

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| **Lesson Reflection** |