

Department of Elementary Education Lesson Plan Format

ACT Preparation Program (with ND)

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: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Emerging <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging OR <input type="checkbox"/> English only <input type="checkbox"/> IFEP (Initially Fluent English Proficient) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient) </div> <div style="width: 45%;"> <input type="checkbox"/> ELD 1 (Beginning) <input type="checkbox"/> ELD 2 (Early Intermediate) <input type="checkbox"/> ELD 3 (Intermediate) <input type="checkbox"/> ELD 4 (Early Advanced) <input type="checkbox"/> ELD 5 (Advanced) </div> </div>		Name of instructional model <input type="checkbox"/> Direct instruction <input type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/> Other _____ <hr/> Formal lesson evaluation? (rubric, criterion list) <input type="checkbox"/> Yes <input type="checkbox"/> No

Lesson Objective(s): The learners will *(label, draw, create, investigate, complete, compare, explain, etc.)*

Lesson's language objective: The learners will improve *(verbal or written)* production of English by *(partner sharing, retelling, defining, summarizing, persuading—verbal or written modes)* and/or improve ability to comprehend *(verbal or written)* English by *(reading, listening, analyzing, considering, evaluating etc.)*. Consider the language demands of the learning task and the language proficiency level(s) of the students in your class when generating this objective.

Common Core or Content Standard(s):

California English Language Development Standard(s):

Materials, including technology and visual aids:

Classroom Management Strategies, including room arrangements and student grouping plan:

Strategies for Differentiation, Modification, Adaptation, SDAIE, and varied Communication Mode to be implemented: *(List specific strategies for each student and/or for each language proficiency level represented)*

Vocabulary and Academic Language:

List New Vocabulary from lesson or text to introduce:

List Academic Language to emphasize in lesson:

ND constructs: (*Underline or bold the ND constructs that this lesson addresses. State activities and strategies you will use.*)

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|---|---|-------------------------------------|---|
| <input type="checkbox"/> Language | <input type="checkbox"/> Memory | <input type="checkbox"/> Attention | <input type="checkbox"/> Temporal-Sequential Ordering |
| <input type="checkbox"/> Spatial Ordering | <input type="checkbox"/> Social Cognition | <input type="checkbox"/> Neuromotor | <input type="checkbox"/> Higher Order Cognition |

Activities highlighting ND construct(s):

Strategies highlighting ND construct(s):

Assessment Plan: (*How will you determine the degree to which each student has met the learning objectives? Attach a rubric or criteria list for grading a student work product.*)

Sequence of Lesson Procedures (*Identify the Instructional Strategy/Model you will use in teaching this lesson: Direct Instruction, Problem-centered Instruction in Mathematics, 5 E Model in science, etc. Many models embed lesson opening and closing. Develop the lesson accordingly.*)

Opening (*Provide motivation to learn new skill/concept + Explain Key Objective for the lesson*)

Body of the Lesson (*Develop the lesson according to the model of instruction indicated above. Engaging Instruction or Learning Activities + Teach new concept/skill + Demonstrate/Model/Examples + Check for Understanding + Guided Practice + Independent practice*)

Closing (*Final activity or discussion based on essential questions.+ Include a transition to next activity or subject*)

Lesson Reflection Notes (*made after teaching*)

1. What was most effective about this lesson?
2. 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?
3. How did your questioning and/or feedback during instruction build understanding of key concepts, related skills, higher level thinking and student discourse?
4. If you were going to teach this lesson again to this same group of children, what changes would you make to address individual (ELLs, gifted, special needs, struggling students) and collective (whole class) learning needs?
5. Based on your response above (#4), how would formal/informal assessment data from the lesson inform the changes you would make in either the next lesson in this series OR the content of the lesson the next time you teach it?