

Lesson Plan Template

Candidate Name:				Course:				Date:							
<b>BACKGROUND</b>															
<b>A. STUDENT DEMOGRAPHICS</b>															
Class		Proficiency Level		Special Needs		Gender		Ethnicity							
	Grade		EO		IEP		Male		<i>Hispanic/Latino</i>						
	Total	EL'S			504		Female		<i>White</i>						
	Subject		Emerging		GATE				Black/African American						
Topic			Expanding						<i>Asian</i>						
			Bridging									<i>Filipino</i>			
			RFEP												Other
<p><b>6. Key Modifications and Accommodations:</b>  <i>Based on the needs of your identified students (see A1-5), what do you need to consider when planning this lesson? Consider the accommodations and modifications necessary based on the following factors:</i></p> <ul style="list-style-type: none"> <li>• Academic – Behavioral – Cultural – Socioeconomic – Religious – Ethical - Other</li> </ul>															
<b>CONTEXT</b>															
<b>B. LESSON VISION</b>															
<p><i>Is this lesson linked to a larger unit of study. If so, how?</i>  <i>What is the purpose of this lesson?</i>  <i>Why is this content important for your students to learn, beyond the fact that it is meeting standards?</i></p> <p><u>Social Justice:</u>  <i>How will students connect this to other subjects, their lives, and/or the real world?</i></p>															
<b>C. STANDARDS</b>															
<p><b>Key Content Standard</b> <i>(List individual grade-specific standards. Be sure to include Common Core and Subject-specific California standards when appropriate)</i></p>															
<p><b>ELD Content Standard by Proficiency Level</b></p>															
<b>D. OBJECTIVES</b>															
Content Objective						Academic Language Objective (By proficiency level where applicable)									
Modified Content Objective						Key Vocabulary									

<i>Based on the modifications and accommodations in A6, how will you modify the content objective for the identified students?</i>	
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**E. RESPECT, EDUCATE, ADVOCATE & LEAD (REAL) DISPOSITIONS with EMBEDDED TEACHER PERFORMANCE EXPECTATIONS**

*Identify the REAL Dispositions with embedded Teacher Performance Expectations*

**ASSESSMENT**

<b>F. EVIDENCE OF LEARNING</b>	<b>DIFFERENTIATION</b>	<b>FEEDBACK</b>
<p><i>Identify the type of assessment will you use during the lesson</i></p> <ul style="list-style-type: none"> <li>• <b>Formative</b></li> <li>• <b>Summative</b></li> </ul> <p><i>How do you know your students have mastered the prerequisite knowledge?</i>  <i>What evidence do you have that students have mastered the prerequisite knowledge?</i>  <i>How will you know the students have met the objective?</i>  <i>What evidence will you accept to demonstrate mastery of the objective?</i>  <i>How will the data collected inform your instruction?</i></p>	<p><i>How will you differentiate the assessment/s?</i></p>	<p><i>How will you share evidence of learning with the students?</i></p>

**G. MATERIALS AND RESOURCES**

*What materials or resources will you need to conduct this lesson? Is technology needed to enhance this lesson? If so list how.*

**What Depth of Knowledge level/s is addressed in the lesson?**

<b>H. PLAN</b>	<b>DIFFERENTIATION</b>	<b>FEEDBACK</b>
<p><b>LESSON INTRODUCTION</b> ( ____ mins)</p> <ul style="list-style-type: none"> <li>• <b>Pre-Requisite Knowledge</b></li> <li>• <b>Background Knowledge</b></li> <li>• <b>“Hook”</b></li> </ul> <p><i>How will you link pre-requisite knowledge?</i>  <i>How will you activate and build background knowledge?</i>  <i>How will you engage students?</i>  <i>State the objective in student friendly language</i>  <i>State the purpose</i></p>	<p><i>How will you differentiate the Lesson Introduction?</i></p>	<p><i>How will you check for understanding?</i></p>

<p><b>LESSON BODY</b> ( ____ mins)</p> <ul style="list-style-type: none"> <li>• <i>Direct Instruction</i> ( ____ mins)</li> <li>• <i>Guided Practice</i> ( ____ mins)</li> <li>• <i>Independent Practice</i> ( ____ mins)</li> </ul> <p><i>What higher order thinking skills are addressed in this lesson?</i></p>	<p><i>How will you differentiate instruction?</i></p>	<p><i>How will you check for understanding?</i></p>
<p><b>LESSON CLOSING</b> ( ____ mins)</p> <p><i>Restate the objective</i>  <i>Ask students to express what they have learned</i></p>	<p><i>How will you differentiate the closing?</i></p>	<p><i>How will you check understanding?</i></p>
<b>REFLECTION</b>		
<b>I. GUIDING QUESTIONS</b>		
<p><i>Using the data collected for this lesson, how will you use the data to inform your future lessons?</i></p> <p><i>How are you going to provide feedback for students?</i></p> <p><i>Based on evidence of learning, what goals will you set with students?</i></p> <p><i>Were your students engaged? How do you know?</i></p> <p><i>Did you meet your lesson objective? How do you know?</i></p>		