

Department of Elementary Education Lesson Plan Format Legend

Candidate	Date	Grade Level	Subject Area(s) & Topic(s)
<input type="checkbox"/> Single-day lesson <input type="checkbox"/> Multi-day lesson	<input type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson	Name of Instructional Model <input type="checkbox"/> Explicit/Direct Instruction <input type="checkbox"/> Inquiry, Problem-Based Lesson, or Project-Based Lesson <input type="checkbox"/> Other _____	
Student Learning Profile			
English Language Development levels of students in the class or group <i>(please check all that apply)</i>			Student(s) present with:
<input type="checkbox"/> Emerging <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	OR <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)	<input type="checkbox"/> IFEP (Initially Fluent English Proficient) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient) <input type="checkbox"/> English only	<input type="checkbox"/> IEP <input type="checkbox"/> 504 plan

Before Teaching the Lesson

Standard(s)	Common Core/Content Standard(s): List the California Common Core/Content Standards: <ul style="list-style-type: none"> • CCSS English Language Arts Standards • CCSS Literacy in History/Social Studies, Science, and Technical Subjects • CCSS Mathematics • Next Generation Science Standards for California Public Schools (NGSS) • History Social Science Standards for California Public Schools • C3 Framework for Social Studies State Standards 	ELD Standard(s): List the California English Language Development Standards . <ul style="list-style-type: none"> • For English learners with emerging (beginning) English proficiency • For English learners with expanding (intermediate) English proficiency • For English learners with bridging (advanced) English proficiency
Prerequisite Knowledge	Consider what students should know and be able to do before you can begin this lesson objective or learning segment. <ul style="list-style-type: none"> ➤ What do your students know, what can they do, and how can you build on this prerequisite knowledge? 	
Objectives	Lesson Objective(s)/Goal(s): Write a precisely worded content objective that clearly and completely explains what the students will be able to do by the end of the lesson to demonstrate their learning. <ul style="list-style-type: none"> ➤ Most objectives begin with, “The students will...” ➤ Follow the sentence frame above with a measurable verb from a level within Bloom’s Taxonomy. ➤ The objective(s) should align with the standard(s), follow up activity, and assessment plan. ❖ Example: The students will compare and contrast five live plants using physical plant characteristics: roots, stems, leaves, flowers, fruits, and seeds. 	Language Objective(s): Write one or more formal and precisely worded language objectives that clearly explain the language skills your English learners will need during the lesson. <ul style="list-style-type: none"> ➤ Remember to consider the four modes of literacy: reading, writing, listening, and speaking. ➤ Consider the different ELD levels: <ul style="list-style-type: none"> ❖ Example: English learners with emerging (beginning) English proficiency will be able to name similarities and differences between five live plants. ❖ English learners with expanding (intermediate) English proficiency will be able to orally describe similarities and differences between five live plants, using language scaffolds, such as simple sentence frames or phrases. ❖ English learners with bridging (advanced) English proficiency will be able to orally and in writing describe similarities and differences between five live plants.

Vocabulary and Academic Language	<p>List New Vocabulary to teach from the lesson or text.</p> <p>List Academic Language to teach from the lesson or text.</p>									
Materials, including technology and visual aids	<p>List all materials and technology you will need for the lesson.</p> <ul style="list-style-type: none"> ➤ Think about the materials the students might need, such as: scissors, glue, small whiteboards, markers, etc. ➤ Think about what you will utilize in the lesson, such as a book, manipulatives, a smartboard, a laptop for PowerPoint or video, realia, follow-up activity sheet, assessment rubric, etc. 									
Classroom Management Strategies, including room arrangements and student grouping plan	<p>Describe specific classroom management techniques, grouping plans, and/or classroom arrangements you intend to employ throughout your lesson.</p> <ul style="list-style-type: none"> ➤ Think about your transitions, how will students move from one part of the lesson to the next? ➤ Consider if or when to use positive behavior support with certain students. ➤ Consider student participation and how to form seating arrangements to enhance student learning. 									
Supports, accommodations, and/or modifications for specific students or groups	<p>Describe strategies, procedures, and/or processes necessary to make this lesson comprehensible for all students. For instance, in order to support English Learners, you may want to include props, pictures, and/or demonstrations to aid comprehension.</p> <ul style="list-style-type: none"> ➤ Remember that you can adjust the content, process, or the product for each group of learners. ➤ Consider the following groups of students: <ul style="list-style-type: none"> • English learners • Struggling students • High-achieving students • Students who struggle with attention • Students with IEPs or 504 plans ❖ Example: In order to support English learners while reading the book “There Was an Old Lady Who Swallowed a Fly,” I will bring in flash cards with photos of each of the animals mentioned in the story to aid in student comprehension. ❖ Example: In order to support high achievers, I will encourage them to find multiple arrangements of a single battery, light bulb, and wire that will light the bulb. I will encourage the students to explore and find other arrangements using multiple batteries, wires and bulbs. 									
Neurodevelopmental (ND) Constructs	<p>ND constructs that this lesson addresses:</p> <table border="0"> <tr> <td><input type="checkbox"/> Language</td> <td><input type="checkbox"/> Spatial Ordering</td> </tr> <tr> <td><input type="checkbox"/> Memory</td> <td><input type="checkbox"/> Social Cognition</td> </tr> <tr> <td><input type="checkbox"/> Attention</td> <td><input type="checkbox"/> Neuromotor</td> </tr> <tr> <td><input type="checkbox"/> Temporal-Sequential Ordering</td> <td><input type="checkbox"/> Higher Order Cognition</td> </tr> </table>	<input type="checkbox"/> Language	<input type="checkbox"/> Spatial Ordering	<input type="checkbox"/> Memory	<input type="checkbox"/> Social Cognition	<input type="checkbox"/> Attention	<input type="checkbox"/> Neuromotor	<input type="checkbox"/> Temporal-Sequential Ordering	<input type="checkbox"/> Higher Order Cognition	<p>Strategies highlighting ND construct(s): Highlight the specific strategies you will use as a teacher to further advance students’ abilities related to the identified neurodevelopmental constructs in your lesson.</p> <p>Activities highlighting ND construct(s): Highlight the specific learning activities/tasks in which you will engage students that align with the identified neurodevelopmental constructs in your lesson.</p>
<input type="checkbox"/> Language	<input type="checkbox"/> Spatial Ordering									
<input type="checkbox"/> Memory	<input type="checkbox"/> Social Cognition									
<input type="checkbox"/> Attention	<input type="checkbox"/> Neuromotor									
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Teaching the Lesson/Sequence of Lesson Procedures

Lesson Procedures/Steps

This portion the lesson plan will vary according to the instructional model indicated at the top of page one.

Teaching Steps and Student Involvement/Activity

State what the student teacher is teaching/doing <i>Remember to embed differentiation strategies</i>	State what the students are learning/doing <i>Remember to embed differentiation strategies</i>
•	•
•	•
•	•
•	•
•	•
•	•

- **Opening:** Describe how you will motivate students and introduce the lesson.
 - State Lesson Objectives: Describe how you will explain what is going to happen during the lesson and what the students will be required to do at the conclusion of the lesson.
 - Connect to Previous Learning: Review prerequisites or review previously learned content and relate it to the new lesson.
 - Provide a Motivator: Describe how you will engage your students so they are focused on the lesson and interested in the content. You might decide to show an interesting picture or object, pose a stimulating question, or present something that sparks curiosity and leads to student investigation.

- **Body of the Lesson:** List, describe, or script your instruction within the “Teaching Steps and Student Involvement/Activity” table above.
 - Teach new concepts/skills: Thoughtfully sequence the new information, concepts, vocabulary, academic language, and strategies/activities that you will present/provide for your students. Input or instruction can be provided by any number of engaging methods in addition to teacher explanation and textbooks.
 - Input can be provided visually, auditorily, and/or kinesthetically to engage all learners.
 - Input can be provided during cooperative learning activities or group explorations.
 - Input can be provided through science discovery activities, problem-based math activities, reference materials, primary source documents, cultural artifacts, sensory experiences, direction sheets, etc.
 - Demonstrate/Model/Examples: Describe techniques or skills you intend to model or demonstrate. It is important to not only tell students what to do, but to also show them what to do.
 - Check for Understanding and Informal Assessment: 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 lesson, repeat explanations, provide more modeling, or clarify student misunderstandings.
 - Guided Practice: Describe what kind of guided practice activities you have planned to help students accomplish the objective.
 - Guided practice allows your learners to rehearse the new information, skill, technique, action, and/or procedure with your assistance and guidance.
 - Independent Practice: Describe what your students will do independently to prove that they have mastered the lesson objective(s).
 - Independent practice allows learners to practice something without assistance or direct guidance.
 - Independent practice may occur as a later extension activity, at home, or during another lesson.
 - While not all lessons will include true independent practice, all lessons should result in evidence of student learning in some fashion.
 - When applicable, explain/demonstrate/connect a follow-up activity.

Assessment Plan

- Describe how you will formally and informally assess student work or behavior to determine whether the objective(s) were met for all students.
- How will you determine the degree to which each student (consider student learning profile) has met the lesson objective(s)? Attach a rubric or criteria list.
 - List formative assessment strategies you would employ throughout the instructional delivery.

**Review/
Closing**

Describe how you will review and conclude your lesson. Include a statement describing the next activity or subject.

- Make sure to discuss with students what was learned, how this information is important, and, if applicable, how students can use this information.

After Teaching the Lesson**Lesson
Reflection
Notes**
(written after
teaching)

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

Revised: April 2019