## Lesson Plan

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Date</th>
<th>Grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject &amp; topic</strong></td>
<td><strong>Single-day lesson</strong></td>
<td><strong>Whole-class lesson</strong></td>
</tr>
<tr>
<td><strong>Multi-day lesson</strong></td>
<td><strong>Small-group lesson</strong></td>
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</tbody>
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### English Language Development levels of students in the class or group:
- ☐ ELD 1 (Beginning)
- ☐ ELD 2 (Early Intermediate)
- ☐ ELD 3 (Intermediate)
- ☐ ELD 4 (Early Advanced)
- ☐ ELD 5 (Advanced)
- ☐ RFEP (Redesignated Fluent English Proficient)
- ☐ English Only

### Name of instructional model
- ☐ Direct instruction
- ☐ Inquiry or problem-based lesson

### Scoring rubric attached?
- ☐ Yes
- ☐ No

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

### Language Objective/s:
The learners will *(read, write, listen, retell, define, persuade, etc.)*

### Content Standard/s:

### California English Language Development Standard/s:

### Materials, Technology, Visual Aids:

### Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:

### Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:

### Academic Language and/or Vocabulary to be introduced:

### Assessment or Evaluation Plan:

### Opening
*(Motivation + Explanation of Objective)*

### Body of the Lesson
*(Engaging Instruction or Learning Activities + Demonstrations/Modeling/Examples + Checking for Understanding + Guided Practice)*

### Closing
*(Final Activity or Independent Practice + Formal Assessment or Informal Evaluation of Objective)*

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### Lesson Reflection Notes *(after teaching)*

1. What was most effective about this lesson?
2. What is the evidence of student learning?
3. For students who did not fully accomplish the learning objective, what next steps might you design?
4. What will you change the next time you teach?