



ASPIRE to Teach

SCHOOL OF EDUCATION & HUMAN DEVELOPMENT

UNIVERSITY OF COLORADO **DENVER**

Culturally & Linguistically Diverse Education

Applying Learning from CLDE Module Series (Lesson Plan Template)

Planning For High Challenge/High Support

Comprehensible Input – Consider what you learned from the videos in the module (Krashen, Teaching Channel), the “What is Comprehensible Input” document, and from your analysis of Mrs. C’s classroom.

Describe at least three specific strategies you will use in this lesson to increase the comprehensible input for your students.

Sensory, Graphic, and Interactive Supports – Use the “WIDA – Sensory, Graphic, & Interactive Support” document from the module to **identify 3** intentional supports you will put in place during this lesson to scaffold learning.

Differentiating Instruction & Assessment

Using the “Differentiation Guide for Multilingual Learners,” describe your approach to differentiating instruction and assessment to support the learners in your classroom for this particular lesson.

INSTRUCTION

ASSESSMENT

LESSON PLAN TEMPLATE

STANDARD(S) Discuss the standards that this lesson addresses. <ul style="list-style-type: none"> • Colorado Academic Standards • (Video Tutorial) Accessing CO Academic Standards 	
ESSENTIAL QUESTION(S) Identify the engaging, debatable and overarching question(s) that frames the lesson. This question should be relevant, catch students' interest, and guide students to think more conceptually and abstractly (i.e., these questions are open-ended and will not have one "correct" answer). (Click here for support)	
LEARNING OBJECTIVE(S) What each learner will know and be able to do by the end of the lesson.	
Language Demands	
LANGUAGE DOMAIN Identify the key language domain (Reading, Writing, Speaking, Listening) students will need in order to succeed in meeting the learning objectives in this lesson.	
LANGUAGE FUNCTION Identify the key language function (the purpose of the language use e.g., compare/contrast, cause/effect, describe, analyze, persuade) that students will need in order to succeed in meeting the learning objectives in this lesson.	
Brick (List the academic vocabulary/brick words for the lesson)	Mortar (List the mortar words and phrases for the lesson)
Bridging to Academic Language: Discuss your plan for bridging students' first/home language or conversational/social language to academic language <u>in this lesson</u> .	

LESSON INTRODUCTION

(Lesson Launch/ Hook/ Anticipatory Set/ Do-Now)

[\(Click Here for Description & Support\)](#)

Describe the Learning Experience/Activity

TEACHER ACTIONS	STUDENT ACTIONS	TIME REQUIRED

MIDDLE/BODY OF THE LESSON

[\(Click Here for Description & Support\)](#)

DESCRIBE THE LEARNING EXPERIENCES/ACTIVITIES

TEACHER ACTIONS	STUDENT ACTIONS	TIME REQUIRED

CLOSING/DEBRIEF

[\(Click Here for Description & Support\)](#)

DESCRIBE THE LEARNING EXPERIENCE/ACTIVITY

TEACHER ACTIONS	STUDENT ACTIONS	TIME REQUIRED

<p>Assessment</p> <p>What formal and informal evidence of student learning will you look for, listen for and collect as part of the lesson?</p> <p>What will you hope to see or hear in that evidence that shows that students made progress toward or met the lesson objectives?</p> <p>Describe what you will look for to determine whether the supports provided for the language demands were successful.</p>	
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Resources Selected (Please provide links to the resources if possible)	Why did you select this resource and how will it be used?

Checklist for including in lesson:

- ✓ Active Engagement Strategies
- ✓ Language Demands
- ✓ Cooperative learning
- ✓ Critical thinking
- ✓ Arts Integration
- ✓ Checks for understanding
- ✓ Frequent feedback
- ✓ Student voice and choice
- ✓ Scaffolding
- ✓ Strategies to support ELLs
 - o Visual supports
 - o Explicit vocabulary
 - o Realia
 - o 1st language support