Elementary Lesson Plan Template

Preliminary Information	
Teacher Name:	Date:
Grade: Number of Students:	Learning Segment:
Where in the learning segment does this lesson occur? (Example: Day 2 of 5)	Strategies you are practicing in this lesson: (i.e., Turn & Talk, Think-Pair-Share)

1. Instructional Focus

Standards: *List the 1 or 2 standards that are the focus of your learning segment.*

Content standards:

ELA and ELD standards:

Central Focus: *What is the intended learning of this block of daily lessons?*

The central focus is what you hope students will learn over the course of your learning segment, not just this lesson. The central focus must support students to develop essential subject-specific components.

Personal/Cultural/Community Assets

What assets will be utilized to support learning these standards with students?

Student Learning Objective(s): *Identify 1 or 2 objectives for students.*

What would you like your students to be able to do at the end of the lesson?
Observable & Measurable
Students will be able to…

Content objectives:

Language objectives:

Academic Language Demand: *Identify supports you will put in place to help students achieve the language function within the context of the lesson.*

Language Demand	Language Support
Language Functions: *(Analyze, Argue, Categorize, Compare/contrast, Describe, Explain, Interpret, Predict, Question, Retell, Summarize)*	
Vocabulary: *Identify academic language (words and structures) essential to learning the content of this lesson.*	
Discourse:	*Add any supports you will put in place to help students understand the structure of discourse used by the discipline to achieve the language function and central focus.*
Syntax:	*Add any supports you will put in place to help students understand the language sentence structure necessary to write or speak about the central focus and language demand.*

2. *Evidence and Assessment of Student Learning*

Assessment of Student Learning: *What evidence will you gather to assess the extent to which students have met your stated objective(s)? Will you use formal, informal, or both types of assessments? You will need to consider what the evidence will look like for meets expectations, exceeds expectations, and does not meet expectations. Attach assessment.*

Define what it is you are measuring. Be sure what you measure is connected to the objective for the lesson. If you are measuring multiple dimensions, be sure to address each of them in the table below.

Dimension (what you are measuring?)	**Below Expectations**	**At Expectations**	**Above Expectations**

Accommodations: *Note any accommodations you will need to make to the assessment for students with special needs.*

Student Feedback: *How will you provide students with feedback (their strengths and next steps)? What is your plan for helping students to use this feedback to extend their understanding?*

3. *Instructional Plan*

Introduction: *How will you access prior knowledge and get students interested in the content?*

Begin with a way to grab students' attention. How does this lesson relate to what students already know (life outside of school)? How does the lesson relate to what the students learned in previous lessons? Why is it important for students to learn this?

Instruction: *How will you engage students with the content? (Instructional model, engagement strategies, use of technology, purposeful practice, grouping strategies, closure) Attach all instructional resources used at the end of this lesson plan.*
Instructional Model: *Erase these words and replace with the Instructional Model you have chosen for this lesson*

This is the meat of your lesson where there will be time for direct instruction, guided instruction, and independent practice. I do (demonstration), we do, and you do. You may choose to use a different instructional model (inductive reasoning or concept attainment), depending on which best fits your content.

Apply the principles of Universal Design for Learning throughout your lesson. Note any distinctions in this section.

Provide as much detail as possible so that anyone can pick up your lesson plan and teach it.

If you plan to use a PPT, include your PPT slides. Prepare questions you will ask.

End the lesson with a closure. Bring closure to the lesson. Summarize what they learned and why it was important for them to learn it. You can do it yourself, or ask students to talk about it.

Differentiation/Extension: *How will you provide access to key concepts by all students at their ability levels?*

Learning Need Supports: *What are your plans for supporting IEP/504 students?*

Language Need Supports: *What are the supports your EL students need? Refer to the ELD Framework and the strategy suggestions.*

Gifted/Advanced Need Supports: *What are your plans for advanced learners and gifted students? How can they learn the material differently? This activity should be related to the learning objective and extend students' understanding of the topic.*

What Ifs: *Be proactive. What are common misconceptions related to the learning objectives? Consider what might not go as planned with the lesson in regard to students learning content. What will you do about it?*

Technology, Resources and Materials: *Describe the instructional resources/materials/technology used to engage students in learning.*