ELEMENTARY MODEL LESSON PLAN

Unit Theme:

Subject Area(s):

Title of Lesson:

Grade Level:

Core Standard(s)

Content Objectives:

- **WHAT do you want students to think, know understand and/or be able to do** (identify, give examples, compare, use, design, judge, etc. Be specific and use concrete terms.
- **HOW will students demonstrate this?** Describe observable actions.

You may use the following sentence frame: *Given (learning activities or teaching strategies), the learners will (assessable behaviors) in order to demonstrate (connection to standards).*

Language Objectives:

- **WHAT do you want students to think, know understand and/or be able to do** with language (identify, give examples, compare, describe, retell, summarize, etc.). Be specific and use concrete terms.
- **HOW will students demonstrate their English language development within the context of the content lesson?** Describe observable actions.

Resources Needed (for teacher and learner):

Technology Integration (if applicable):

Procedures (provide a thorough and detailed description of what you and your students will do):

*The procedures you describe will differ depending on the subject area and the type of lesson (inquiry, explicit teaching, etc.)*

Accommodations

- **How will you accommodate students with special needs (e.g., varying abilities, second language learners, fast finishers)?** This may include accommodations such as number of items, time allowed, peer support, linguistic scaffolding, simplification or extension of task, type of participation required, substitute curriculum, movement needs, extensions, form of assessment, and/or type of instructional delivery.
- **Specialists may assist you with developing appropriate inclusion strategies.**
Assessment (describe the formative or summative assessment that you will use):

Formative Assessment:

- How will students demonstrate their understanding?
- In what ways will you monitor student learning during the lesson and how might this guide your instruction?
- What specific actions do you expect to observe?
- How will you record what you see and hear?
- What criteria will you use to judge whether your students are/are not meeting the goals of the lesson?
- What feedback will you provide? How will your feedback support students in meeting the goals of the lesson?
- Describe the ways in which you will use these assessments to inform your teaching decisions during the lesson.

Summative Assessment:

- What evidence of student learning will you collect and in what ways will the evidence document student achievement?
- In what ways will the evidence document student achievement?
- Does your assessment allow all students show what they know or have learned?
- How might you modify your assessment/s for the students with whom you are working?
- How will your students be able to reflect upon and self-assess their learning?
- What are your evaluative criteria (or rubric) and how do they measure student proficiency for your objectives? Evaluative criteria are categories that you use to assess student learning (e.g., the accuracy or quality of the students’ identifications, explanations, solutions, computations, analyses, applications, designs, judgments, etc.
- Are your assessments aligned with your objectives?