**ESOL Lesson Plan Template**

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| **Lesson Title**  |  | **Class Level /NRS Range** |  |
| **Unit Title** |  | **Teacher Name** |  |
| **Lesson #** |  | **Number of Lessons in Unit** |  | **Length of Lesson** |  |

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| **LESSON OBJECTIVES** | **Evidence of Learning** |
| **CONTENT** | **LANGUAGE** |  |
| *By the end of this lesson, students will be able to:* | *By the end of this lesson, students will be able to:* | *Students will show their learning (of the objectives) by:* |
| **LEARNING TARGET STATEMENTS[[1]](#footnote-1)***(Written in student-friendly language, these statements help learners reflect on what they are able to do as a result of the lesson e.g., I can explain…, I can give examples of…. Before I could…, now I can…)* |
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| **MA ELP STANDARDS AND BENCHMARKS THAT ALIGN WITH LESSON OBJECTIVES**(*Use both the notation and shortened wording of the benchmark*) |
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| **TARGET VOCABULARY AND GRAMMAR** |  |
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| **LEARNING PLAN** |
| * *Incorporate the “I do,” “We do,” “You do” model. Check for understanding at regular intervals.*
* *Use rigorous, culturally relevant texts and tasks to contextualize instruction.*
* *Incorporate a variety of interactive activities that foster student engagement.*
* *Support learners in making connections to their lives.*
 | * *Involve students in using technology to find, evaluate, consume, create, organize, communicate, and share digital content.*
* *Include choice and flexibility where appropriate to meet diverse needs.*
* *Provide supports as needed for students with low literacy or learning differences.*
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| **Part of the Lesson**  | **What Teacher and Students Are Doing** | **Differentiation** | **Materials***Include* ***digital resources*** | **Time** |
| **WARM UP/ INTRODUCTION** * *Review unit goal/culminating project.*
* *Review key learnings from previous lesson(s)/Activate prior knowledge.*
* *Introduce the learning target statements.*
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|  **BODY OF THE LESSON**Explanation and modeling * *Explain and model the target language, or skill*
* *Provide clear directions for accomplishing the task*
* *Check for understanding of directions*
* *Provide direct instruction as needed*
* *Consider opportunities for learners to access and discover the new content independently (i.e., deductively vs. inductively).*

 Guided Practice * *Provide opportunities, guidance, and support for learners to practice new language.*
* *Engage learners in inquiring, exploring, and problem-solving.*
* *Include multiple kinds of interactions (e.g., whole group, small group, pairs).*
* *Pose questions that require critical thinking and evidence from text.*
* *Use technology appropriate to the task.*
* *Include periodic formative assessments and feedback and the option to review and adjust before continuing the lesson.*

Application/Extended practice* *Provide opportunities for learners to use new language and content knowledge in authentic communicative activities.*
* *Provide opportunities for students to demonstrate learning*
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| **WRAP-UP /STUDENT REFLECTION*** *Revisit the lesson’s objectives/learning target statements*
* *Lead students in reflecting on what they learned, how they might use what they learned in their lives, challenges, questions, etc.*
* *Preview the next lesson.*
* *Consider assigning an extension activity for homework.*
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| **TEACHER REFLECTION*** *What went well, what would I do differently next time?*
* *What students do I need to engage with more?*
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1. Adapted from Teaching Skills That Matter toolkit [↑](#footnote-ref-1)