**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.* | | | |
| **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.* |  | |  |  |  |
| **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* |  | |  |  |  |
| **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?* |  |

1. Adapted from Teaching Skills That Matter toolkit [↑](#footnote-ref-1)