This document presents a blank Next Generation Lesson Plan Template and an at-a-glance description of each component of the template (p. 2). Educators can download it and use it to draft units aligned to the [Massachusetts Definition of ESL instruction](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/hq-instruction--full-def.docx) and the Next Generation ESL Theory of Action. For comprehensive explanations, examples, tips and resources for developing curriculum using this template, review to the Next Generation ESL Lesson Planning Thinking Process.

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| **INTRODUCTION** |
| **Lesson \_\_ Day \_\_**  | **Lesson Name:** | **Estimated Time:**  |
| **Lesson overview:****Background:** |
| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals Addressed:** | **Essential Questions Addressed:** |
|  |  |
| **Unit-Level Salient Content Connections Addressed:** | **Language Objective/s:** |
|  |  |
| **Assessment:** |
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| **Academic Language Practiced in the Lesson:** |
| *Discourse Dimension* | *Sentence Dimension* | *Word Dimension* |
|  |  |  |
| **Instructional Practices, Strategies, Scaffolds and Supports:**  |
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Considerations:** |
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| **Anticipated Student Pre-Conceptions/Misconceptions:** |
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| **LESSON IN ACTION** |
| **Lesson Opening:**   |
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| **During the Lesson:** |
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| **Lesson Closing:**  |
|  **Resources:** |

**Lesson Plan Template Component Descriptions**

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| **INTRODUCTION** |
| **Lesson \_\_ Day \_\_** *(information about the place of the lesson within the larger unit)* | **Lesson Name:** | **Estimated Time:** *(estimated lesson duration)* |
| **Lesson overview:** *(brief description/summary of the lesson explaining what students will be doing and why)***Background:** *(what students should know and be able to do to engage in this lesson)* |
| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals Addressed:** *(Focus Language Goals - FLGs from unit plan Stage 1)* | **Essential Questions Addressed:** *(Essential Questions from unit plan Stage 1)* |
|  |  |
| **Unit-Level Salient Content Connections Addressed:** *(salient content connections from Stage 1)* | **Language Objective/s:** *(lesson-level language outcomes aligned with unit’s goals that students are expected to demonstrate by the end of the lesson)* |
| **Assessment:** *(various processes and procedures to elicit, gather, and analyze evidence of student learning/ determining student progress towards meeting the lesson’s language objectives that can be used to inform future instruction)* |
| **Academic Language Practiced in the Lesson:** *(specific features of language across communication modes and dimensions that students will learn about and practice using during the lesson to meet language objectives connected to FLGs in Stage 1)* |
| *Discourse Dimension* | *Sentence Dimension* | *Word Dimension* |
|  |  |  |
| **Instructional Practices, Strategies, Scaffolds and Supports:** *(ways in which teachers will support students to meaningfully access and engage with lesson activities and texts to meet language objectives)* |
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Considerations:** *(specific sociocultural considerations to keep in mind given the lesson’s academic context and students characteristics, as well as ideas for addressing them to maximize student learning)*  |
| **Anticipated Student Pre-Conceptions/Misconceptions:** *(areas where students may hold conflicting or false assumptions about lesson topics, texts, or tasks as well as ways to address them to maximize student learning)* |
| **LESSON IN ACTION** |
| **Lesson Opening:** *(description of each activity or task to introduce the lesson and how to implement them sequentially, including strategies, scaffolds, resources, teacher and student moves, formative assessment, etc.)***During the Lesson:** *(description of each activity or task during the lesson and how to implement them sequentially, including strategies, scaffolds, resources, teacher and student moves, formative assessment, etc.)***Lesson Closing:** *(description of each activity or task to wrap up the lesson and how to implement them sequentially, including strategies, scaffolds, resources, teacher and student moves, formative assessment, etc.)* |
|  **Resources:** *(a list of resources and fully developed lesson-specific materials such as graphic organizers, sample images, charts/graphs, handouts, etc.)*  |