**ESOL LESSON PLAN TEMPLATE**

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| **OVERVIEW** |
| Lesson Title: | Unit Title: |
| Lesson #: |  EFL/SPL Range: | Class Level: |
| Length of Lesson in # of Hours: # of Classes in unit: | Teacher(s): |
| **STAGE 1 – PLANNING FOR DESIRED RESULTS** |
| **LESSON OBJECTIVES: CONTENT AND LANGUAGE** |
| *By the end of this lesson, students will be able to:* |
| **MA ELPS STANDARDS AND BENCHMARKS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES** | **KEY INSTRUCTIONAL SHIFTS** |
|  | *Indicate those addressed in this lesson:*[ ]  Practice with complex text and academic language[ ]  Ground reading, writing, and speaking in evidence from literary and informational texts[ ]  Build knowledge through content-rich nonfiction |
| **ESSENTIAL QUESTION(S)** *(optional)* |
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| **PRIOR KNOWLEDGE NEEDED** |
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| **STAGE 2 -- EVIDENCE OF LEARNING** |
| *Ways that students and I will know the extent to which objectives have been met:*  |
|  **STAGE 3 --** **LEARNING PLAN MATERIALS TIME** *(optional)* |
| **INTRODUCTION** *Guiding Questions** *How will students know the purpose for this lesson?*
* *How will I contextualize the language focus of the lesson?*
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| **BODY OF THE LESSON** *Guiding Questions** *What opportunities will students have to practice new language and use it in authentic communicative activities?*
* *What questions will I pose to engage students, foster thinking and reasoning, and elicit language production?*
* *What academic and content vocabulary will students learn?*
* *How will I monitor the student learning and acquisition of language targets of the lesson?*
* *What opportunities will students need for scaffolding and differentiation?*
* *How are the CCRS Instructional Shifts evidenced in student performance?*
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| **CLOSING** *Guiding Questions** *How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?*
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| **TEACHER REFLECTION*** *What changes or adaptations would I make after teaching the lesson?*
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