

**California State University, Fullerton
Elementary and Bilingual Education
Lesson Plan Format**

This is a skeleton. It includes only the bones of a lesson, and it is generic. “Flesh it out” with as much detail as you need. Depending upon the instruction model you choose to use, you will need to adapt the procedure section to reflect the teaching steps of that particular instructional model. For more on instructional models, see Ch. 7, *K-12 Classroom Teaching* (EDEL 430).

Name:

Grade:	Subject/Content:	Time length of Lesson:
Home languages:		
Needs: <i>(IEPs, 504, SST, GATE etc.)</i>		
EL levels: <i>(Emerging, Bridging, Expanding)</i> :		
SUPPORT for ELs and diverse learners:		
UDL Connections:		

<p>Materials, including Technology <i>List all the special materials you’ll need for the lesson, including teacher and student materials.</i></p>
<p>Concept(s) <i>State the “big idea” that all students will acquire or develop.</i></p>
<p>Alignment with Standards <i>What standard(s) does this lesson teach to? Think in terms of both State and District standards.</i></p>
<p>Objectives <i>Using observable verbs, list the student behaviors you expect to result from the lesson. What, specifically, are the desired learning outcomes?</i></p> <p>Content:</p> <p>Language:</p>
<p>Assessment <i>How will you monitor understanding throughout the lesson? How will you assess the students to assure that the objectives were met? How will you determine what else they learned, such as changes in their attitudes? Remember to vary your use of assessment techniques (i.e., informal as well as formal methods should be included here). Remember to include opportunities for student self-assessment as well.</i></p>

Vocabulary/Literacy Skills

Identify the vocabulary/literacy skills (listening, speaking, reading, writing) to be learned/reinforced. Identify specific vocabulary (including academic language) to be developed by English-dominant, English only, and English language learners.

Co-Teaching Strategies

Which co-teaching strategies will you employ? Note them where appropriate in the procedure, below, where they occur.

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative Teaching
- Team Teaching

Name of Instructional Model

Your procedure will look different depending on the model of instruction (e.g., cooperative learning, direct instruction, inquiry, etc.) being used. Give specific details throughout the lesson, such as strategies for setting and maintaining a positive learning environment, room arrangement, student groupings, and classroom management techniques. Include accommodations and/or modifications based on student needs specified.

Procedure**A. Focus/Motivation (Open)**

(Time estimate:)

How will you gain students' attention, build interest in the lesson, and introduce the topic? How will you set expectations for learning?

B. Development (Body)

(Time estimate:)

How will you develop the content related to your objective? Who's going to do what and when? How will you support interaction with the subject matter and materials? Include some questions you might ask when the lesson is going on (you may be surprised how difficult it is to remember what you intended to ask when everything is happening).

C. Closure (Close)

(Time estimate:)

How will you bring the lesson to a close? How will you have students identify what the lesson's learning was?

Lesson Reflection

Reflect on your lesson after teaching it using the guidelines provided.

1. To what extent did students master the objective?
2. What evidence do you have of student learning? Use the language of the objective and the academic standard(s) in your response.
3. In what ways did the lesson support students' social emotional learning or JEIE?
4. What parts of the lesson were particularly effective?
5. What changes would you make in this lesson?