

Content Area/Course: Grade(s): Time:

Title of Lesson:

Summary:

By the end of this lesson(s) students will know and be able to:

Content Learning Objective(s) (student language):

Language Objective(s) (academic language):

Tiered Vocabulary:

Tier 1 words	Tier 2 words	Tier 3 words

Essential Question(s) to be addressed in this Lesson:

Standard(s)/Unit Goal(s) to be addressed in this Lesson:

Student Pre-knowledge/Preconceptions/Misconceptions

Assumptions about what students know and are able to do coming into this lesson (including language needs):

Possible Preconceptions and Misconceptions:

Assessment

Pre-assessment/ Formative	Summative

Extended Learning/Practice (homework)

Goal: circle one: Pre-learning, Checking for Understanding, Practice, Processing

Description of Assignment:

Differentiation for special needs, ELL, and for advanced learners:

Data used for:

Feedback given to students by:

Family Communication/Instructions:

Lesson Plan Details

Instructional Resources/Tools (What does the complexity of these texts or sources demand of the students?)

Per class:

Lesson Sequence and Description	Time estimates other notes
<p>Opening (Hook/Do Now):</p> <p>During:</p> <p>Closing:</p>	
<p>WIDA Differentiation for ELLs (See Can Do Descriptors)</p> <p> <input type="checkbox"/> Listening (L) <input type="checkbox"/> Speaking (S) <input type="checkbox"/> Reading (R) <input type="checkbox"/> Writing (W) </p> <p>ELD Level 1:</p> <p>ELD Level 2:</p> <p>ELD Level 3:</p> <p>ELD Level 4:</p> <p>ELD Level 5:</p>	<p>Instructional Supports for ELLs</p>
<p>Differentiation (for SPED, ELL, Advanced Learners):</p> <p>Content:</p> <p>Process:</p> <p>Product:</p>	<p>Grouping Strategies, Small group instruction opportunity</p>