

Specially Designed Academic Instruction for English (SDAIE)

Lesson Plan Template

Teacher's Name:

Date:

Grade/Class/Subject:

Unit/ Topic:

Lesson Title:

Narrative Overview:

Lesson Objectives:

Content Knowledge: By the end of the lesson, students will be able to:

Language Objectives: (Work out the language objectives by identifying the functions, forms, and vocabulary in the workspace below; then state the language objectives here in the format: "By the end of the lesson, ELLs will do X function using Y form with Z vocabulary". Be sure to plan for the teaching and practice of both receptive (listening/reading) and productive (speaking/writing) skills):

Specialized Vocabulary (new vocabulary to be explicitly taught that is critical to an understanding of the content)	Academic Vocabulary (vocabulary that may need to be taught or emphasized that is critical to participation in academic tasks, such as "categorize", "list", describe")	Cohesion Words (vocabulary that may need to be taught or emphasized that link concepts in meaningful ways, such as conjunctions and time markers)

Lesson Sequence: *This may be adjusted as necessary to accommodate unique lesson plan features. For each step, explain what the teacher will do and the expectation of what the students will do.*

MOTIVATION: *Describe how you will build background and **the specific learner strategies** that you will engage to ensure the participation of all students and the **formative assessment** you will provide to gauge whether or not students are “getting it”.*

The teacher will...(specifically what the teacher does)	The students will... (specifically what the students should do in response to what the teacher does)
Formative Assessment (how you will gauge whether or not students are “getting it”):	

PRESENTATION: *Describe the specific **techniques** you will use to make your presentation of new material comprehensible to students, to provide opportunities for interaction through appropriate questioning, to engage **learner strategies**, and to **assess** whether or not students are “getting it”.*

The teacher will...(specifically what the teacher does)	The students will... (specifically what the students should do in response to what the teacher does)
Formative Assessment (how you will gauge whether or not students are “getting it”):	

PRACTICE/APPLICATION: Describe the **activities** you will use to allow for meaningful interaction targeting the lesson's objectives, the **learner strategies** you will engage, and the **formative assessment** you will provide to gauge whether or not students are "getting it".)

The teacher will...(specifically what the teacher does)	The students will... (specifically what the students should do in response to what the teacher does)
Formative Assessment (how you will gauge whether or not students are "getting it"):	

EXTENSION: Describe the student-centered **activities** you will use for students to further apply language skills toward greater mastery of the targeted content and language objectives, either independently or with a group. This should be an opportunity for developing higher-order thinking skills and using language in communicative ways.

The teacher will...(specifically what the teacher does)	The students will... (specifically what the students should do in response to what the teacher does)
Summative Assessment (Describe the ways in which you plan to determine whether or not students achieved the objectives for the lesson. Be specific in terms of not only what the students will do to demonstrate their knowledge and skills, but how you will evaluate what they produce.):	