

Teacher Endorsement Lesson Plan Template

Capstone Assignment Instructions (can also be found electronically on Moodle)

The SEI Teacher Course Lesson Plan has three parts:

- A. *Lesson Background Information* – outlines teacher, student, and class characteristics, as well as lesson objectives.
- B. *Instructional Procedure* – presents major activities that help students master the stated objectives of the lesson.
- C. *Reflection* – provide guiding questions for reflecting on the lesson planning process, content and implementation (when applicable).

If you have questions about any of the lesson template fields, please refer to the *Field Descriptions/Instructions* chart.

<i>Lesson Background Information</i>	
Name:	Date:
District:	Lesson Length:
Content Area:	Lesson Topic:
Focus Language Domain(s) (R, W, L, S):	
Content Objective: <i>All students will be able to...</i>	Language Objective for students at WIDA ELD levels 1-3 (choose one level): <i>ELD Level ____ students at will be able to...in English</i>
	Language Objective for students at WIDA ELD levels 4 or 5

Key Content Vocabulary:	(choose one level): <i>ELD Level ____ students at will be able to...in English</i>
Materials/Equipment:	Prerequisite Knowledge:
<p><i>Instructional Procedure</i></p> <p><i>The activities below should reflect the targeted language and content objectives for this lesson.</i></p>	
<i>Duration</i>	<i>Description</i>
	Connection to prior learning or background building activity:
	Activities, resources, and materials to present new content area knowledge or skill:

	Activities, resources, and materials to present new language knowledge or skill:
	Activities, resources, and materials to assess or review learning of new language, content, and/or skill:
Homework/Extension Activities	

Field Descriptions/Instructions

Lesson Length: Time required for lesson (e.g., one period, one week, 4 hours, etc. Include the date(s) of the lesson here).
Content Area: Identify the content area for which this lesson is planned.
Lesson Topic: What is the theme or topic of the lesson? This should be derived from the Curriculum Frameworks.
Focus Language Domain: Which language domain – Reading, Writing, Speaking, and/or Listening – will be the focus of this lesson? Although you should integrate several language domains into the lesson, you should prioritize developing skills for ONE of the domains.
Content Standard: Which content standard(s) and standard area are you focusing on? Be specific. (e.g.: <i>MA Math Framework, 8.EE.5 - Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in two ways.</i>)
ELD Standard: Which WIDA standard are you using? (e.g. ELP Standard 3: MATH)
Content objective: What is the measurable objective for this lesson based on the MA Curriculum Framework standards? What should the students know and be able to do by the end of the lesson? This statement should be based on the content standard addressed in the lesson, and be <u>clear, specific, and measurable</u> . To write a good content objective, identify the content of the standard and decide how the students will demonstrate their learning by the end of the lesson. <ul style="list-style-type: none">• Poorly written lesson objective: Students will increase their understanding of the judicial process of the federal government.• Well-written lesson objective: Students will explain the most important powers of the judicial branch of the federal government and explain how these powers maintain a system of checks and balances.
Key Content Vocabulary: What key words or phrases related to the content standard will students need to learn? List key vocabulary that all students must learn or know in order to achieve the content objective. ELLs may need to learn additional vocabulary depending on their proficiency level. Identify vocabulary for ELLs separately either in this block or in the language objective block.
Language Objective/s: What is the measurable language objective to target, present, practice and asses during the lesson? This includes the language students are expected to produce and process during the lesson BEYOND the content area vocabulary terms that all students will learn. You may also include vocabulary not identified in the <i>Key Content Vocabulary</i> field, such as specific language structures, or grammar skills, depending on the lesson. Language objectives should be <u>clear, specific and measurable</u> .

Materials/Equipment: List / describe the materials or equipment you need to support the lesson. Keep the list of materials in line with (directly linked to) the actual learning activities.

Prerequisite Knowledge: Indicate what your students will already need to know or be able to do in order to achieve the objectives of the lesson. If there are gaps between what your students know / can do and the lesson prerequisites, describe activities to pre-teach this knowledge/skills in order to bridge those gaps.

Extension Activities: Are there additional activities or assignments that students will complete to extend or practice their learning?