**ESOL LESSON PLAN**

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| **OVERVIEW** | | | | |
| **Lesson Title:** | | | | **Unit Title:** |
| **Lesson #:** | | **EFL/SPL Range:** | | **Class Level:** |
| **Length of Lesson in # of Hours:**  **Classes in unit:** | | | | **Teacher(s):** |
| **STAGE 1 – PLANNING FOR DESIRED RESULTS** | | | | |
| 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) | | |
| **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 PLA** | **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? |  | |  | |
| **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? |  | |  | |
| **CLOSING** Guiding Questions   * How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)? |  | |  | |
| **TEACHER REFLECTION**   * What changes or adaptations would I make after teaching the lesson? |  | |  | |