**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 languageGround reading, writing, and speaking in evidence from literary and informational textsBuild 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?
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| **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?
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| **CLOSING** Guiding Questions* How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?
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| **TEACHER REFLECTION*** What changes or adaptations would I make after teaching the lesson?
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