

LESSON PLAN TEMPLATE

<p>STANDARD(S) Discuss the standards that this lesson addresses.</p> <ul style="list-style-type: none"> • Colorado Academic Standards • Common Core Standards • Next Generation Science Standards 	
<p>LEARNING OBJECTIVE(S) What each learner will know and be able to do by the end of the lesson.</p>	
<p>LANGUAGE DEMANDS Identify the key language domain, form and function and vocabulary that students will need in order to succeed in meeting the learning objectives in this lesson.</p> <ul style="list-style-type: none"> • Language Domains (Reading, Writing, Speaking, Listening) • Language Functions (the purpose of the language use e.g., compare/contrast, cause/effect, describe, analyze, persuade) • Language Forms (relates to features of language and how arranged) • Vocabulary (brick & mortar, connecting words, academic vocabulary) 	
<p>COGNITIVE PROCESSES Using the language of the Revised Bloom's Taxonomy, identify the cognitive processes students will use in this lesson..</p>	

LESSON BREAKDOWN - In the tables below, describe the lesson with as much detail as you can. You may hyperlink resources/materials/worksheets/assignments that students will use during the lesson.

LESSON INTRODUCTION (Lesson Launch/ Hook/ Anticipatory Set/ Do-Now) (Click Here for Description & Support)		
DESCRIBE THE LEARNING EXPERIENCE/ACTIVITY		
TEACHER ACTIONS	STUDENT ACTIONS	TIME REQUIRED

BODY OF THE LESSON (Click Here for Description & Support)		
DESCRIBE THE LEARNING EXPERIENCES/ACTIVITIES		
TEACHER ACTIONS	STUDENT ACTIONS	TIME REQUIRED

CLOSING/DEBRIEF (Click Here for Description & Support)		
DESCRIBE THE LEARNING EXPERIENCE/ACTIVITY		
TEACHER ACTIONS	STUDENT ACTIONS	TIME REQUIRED

Differentiation	
<p>Consider the variability of learners in the classroom.</p> <p>Discuss the instructional strategies you have planned to support access and challenge for all learners.</p> <p>This includes scaffolding, grouping, and differentiation of content, processes and products.</p>	
Assessment	
<p>What formal and informal evidence of student learning will you look for, listen for, and collect as part of the lesson? The types of evidence should be varied.</p> <p>What will you hope to see or hear in that evidence that shows that students made progress toward or met the lesson objectives?</p>	
<p>Explain how the design or adaptation of your planned assessments allows students with various strengths and needs to demonstrate their learning. This should include multiple ways for students to demonstrate their learning.</p>	
<p>Describe what you will look for to determine whether the supports provided for the language demands were successful.</p>	

Resources Selected (Please provide links to the resources if possible)	Why did you select this resource and how will it be used?

Checklist for including in lesson:

- ✓ Active Engagement Strategies
- ✓ Language Demands
- ✓ Cooperative learning
- ✓ Critical thinking
- ✓ Arts Integration
- ✓ Checks for understanding
- ✓ Frequent feedback
- ✓ Student voice and choice
- ✓ Scaffolding
- ✓ Strategies to support ELLs
 - Visual supports
 - Explicit vocabulary
 - Realia
 - Native language support