**Lesson Plan Framework-World Languages**

*Please use this framework to design your plans for effective instruction. The embedded shaded guidelines and questions will help you consider aspects to address as you prepare your plan. Remember this learning model guides the learner through teacher modeling and demonstration, shared teacher/learner demonstration, learner guided practice, and learner independent practice. Please enlarge cells as needed when writing this plan.*

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| **General Information**  |
| **Name:** | **Date:** |
| **Grade/Setting:**  | **Class:**  | **Length of Lesson:**  |
| **Subject/Unit:** |  |
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| **Knowledge of Context and Learners to Inform Teaching*****In the box below:*** |
| * Describe the type of school where you are teaching (i.e., preschool, elementary, middle school, high school, other; and urban, suburban, rural)
* List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with special education teacher) that will affect your teaching in this learning segment.
* Describe any district, school, or cooperating teacher requirements, or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

Also address the following points related to learners: * About the children in the class, describe the grade level, age range, number of learners in the class, number of males and females.
* Explain required or needed supports, accommodations or modifications for your learners that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher for verification of learner needs.
* Include the variety of learners in your classroom culture who may require different strategies/supports or accommodations/modifications to instruction or assessment: English/Dual Language Learners, learners with gifted Intellectual abilities needing greater support or challenge; other personal/cultural/community assets; learners with Individualized Education Plans or 504 plans; struggling readers, and learners who are underperforming or those with gaps in academic knowledge.
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|  **Central Focus/Enduring Understandings of Lesson/Unit** |
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| **Essential Questions*** Provide open-ended, grade-level (or age-level) appropriate questions that will prompt exploration, innovation, and critical thinking about the central focus (typically 2-4).
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| **Content Standards: Number and Applicable Wording (quote relevant parts of standards, i.e., Common Core State Standards, State Academic Standards, ACTFL Standards)** |
| Lesson Standards (Unit Standards if applicable) |
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| **Learning Outcomes/Objectives [align with reference lesson standard number(s)]*** Identify what your learners will know, will be able to do, and value as a result.
* Remember to consider vocabulary/expressions, grammar, and the 5 Cs (Communication, Culture, Comparisons, Connections, Communities).
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| **Assessments** *Please keep in mind that formative assessment is an on-going process including: developing the assessment,* *providing feedback and using the results to inform instruction.* |
| * Describe how you will use formative assessments to elicit direct, observable evidence in order to monitor and/or measure learner learning and inform instruction.
* Identify how will you use the results of your formative assessment to plan interventions and/or additional challenges for learners.
* Identify how you will communicate with learners about their learning.
* Describe the summative performance assessment(s) that this lesson plan will lead to.

*Please consider:** *In what ways do learners have multiple options to demonstrate their learning?*
* *How will your assessment be culturally responsive?*
* *How will you support learners in reflecting on and monitoring their own learning?*
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| **Prior Knowledge and Pre-Lesson Data Analysis**  |
| * What is it that learners need to know and be able to do prior to this lesson?
* What are your learners’ strengths, weaknesses, preferences, and interests?
* How will you determine what learners know and can do and their preferences and interests in preparation for this lesson?
* What conceptions and misconceptions or misunderstandings might learners have related to this lesson?
* How will this information be used to plan instruction?
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| **Lesson Procedure**  |
| Your instructional plan should be written as a series of steps, with introduction, steps in the body of the lesson, and closure. The following five components should be explicitly included in your procedures:1. Communicate your purpose and revisit the learning target(s) at both the beginning and end of the plan
2. Be sure to activate/build background knowledge
3. Be sure to use instructional practices/strategies within your lesson procedure that ensure meaningful engagement of all learners
4. Be sure to present key information and engage learners in multiple ways, e.g., visual, auditory, and kinesthetic

*As you are writing please keep in mind the following considerations:*1. How is proficiency for learning outcomes/objectives defined? How will you communicate this purpose to the learners?
2. Which routines will be taught or revisited in order for learners to be successful in this lesson?
3. Which culturally responsive research-based/evidence-based instructional practices and strategies will you use?
4. How will you purposefully group learners to facilitate learning?
5. How will you make intra- and/or inter-disciplinary connections?
6. How will you help student increase their language proficiency within a meaningful cultural context?
7. How will a range of assessments be used to monitor and/or measure learner learning and inform instruction?
8. What technology and media will you use to deepen learning?
9. What assistive technologies will individual learners require to access learning?
10. How will you use disciplinary literacy to engage learners in authentic tasks?
11. How will you provide learners with opportunities for learning and application of the target language?
12. How will you provide learners with opportunities for applications of skills, learner directed inquiry, analysis, evaluation, and/or reflection?
13. How will you reflect on the central focus and transitions to the next lesson?
14. How will you provide learners with opportunities to be flexible, make choices, take initiative, interact with others, be accountable, and be a leader?
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| **Instructional Plan** | **Time Estimate** **(associated with each step)** | **Resources, Materials and Technology** |
| **Commentary Teacher Reflection and Post-Lesson Analysis**  |
| * How were a range of assessments used to monitor and/or measure learner learning and inform instruction?
* Did all my learners demonstrate evidence that learning occurred? How do I know?
* Which learners did not meet the expected learning based on the assessment evidence? What interventions will I use?
* How will this information be integrated?
* How can I grow professionally to enhance learner learning?
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| ***NOTE: When you are finished with your lesson plan, please delete all shaded directions.*** |