# Lesson Plan Template for Math, English Language Arts (ELA), or English as a Second Language (ESL)

# Lesson Overview

| **Topic** | **Lesson Information** |
| --- | --- |
| **Lesson Title:**  | Click or tap here to enter text. |
| **Lesson Author:**  | Click or tap here to enter text. |
| **Date Created:**  | Click or tap here to enter text. |
| **Lesson Timeframe:**  | Click or tap here to enter text. |
| **Content Area(s):**  | Click or tap here to enter text. |
| **General Topics/Skills Covered:**  | Click or tap here to enter text. |
| **NRS Level(s):**  | Click or tap here to enter text. |
| **Prerequisite Skills:** | Click or tap here to enter text. |

# PA Foundation Skills

| **Standards / Skills** | **Standards and Skills Addressed in the Lesson** |
| --- | --- |
| [**College and Career Readiness Standards (CCRS)**](https://www.paadultedresources.org/ccr-standards-ccrs-tools-and-resources/)**:** | Click or tap here to enter text. |
| [**English Language Proficiency Standards (ELPS)**](https://www.paadultedresources.org/english-language-proficiency-standards/) **(if applicable):**  | Click or tap here to enter text. |
| [**Standards for Mathematical Practice**](https://www.paadultedresources.org/wp-content/uploads/2022/08/Standards-for-Mathematical-Practice-Math-Tool-3.pdf) **(if applicable):**  | Click or tap here to enter text. |
| [**Transferable Skills**](https://www.paadultedresources.org/pa-foundation-skills/)**:**  | Click or tap here to enter text. |
| [**Digital Literacy Skills**](https://www.paadultedresources.org/pa-foundation-skills/)**:** | Click or tap here to enter text. |

# Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

| **Topic** | **Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching** | **Tips/Questions to Consider** |
| --- | --- | --- |
| **Lesson Objective(s):**  | Click or tap here to enter text. | * Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)
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| **Texts, Materials, Resources:** | Click or tap here to enter text. | * Are the recommended texts at the appropriate complexity levels, relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?
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| **Lesson Vocabulary:**  | Click or tap here to enter text. | * Include 5 -10 vocabulary terms.
* Include instructional strategies below for teaching the vocabulary.
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| **Target Grammar/Language Forms (for ESL, if applicable):**  | Click or tap here to enter text. | * Include new grammar, or language forms, that is relevant to the context of the lesson.
* Include new or unfamiliar grammar or language forms found in the text used for the lesson.
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| **Culturally Responsive Teaching Notes:** | Click or tap here to enter text. | * Is it evident that students will connect content to their own lives and to what they already know?
* Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students?
* Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?
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# Instructional Activities

| **Topic** | **Lesson Information** | **Tips/Questions to Consider** |
| --- | --- | --- |
| **Lesson Introduction:**  | Click or tap here to enter text. | * Explain how the lesson objectives will be shared with learners.
* Make connections to learners’ goals and prior and future lessons.
 |
| **Lesson Body:*** **Direct Instruction**
* **Guided Practice**
* **Independent Practice**
 | Click or tap here to enter text. | * Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan.
* Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated.
* Describe how and where in the lesson sequence, the instructor will model the target skills and/or tasks for the learners.
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| **Differentiation:** | Click or tap here to enter text. | * How can you and/or other teachers adapt this lesson to support learners with varying levels or needs (e.g., texts at different levels, broad topics, or compelling tasks that allow teacher/student flexibility)?
* What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics, or products)?
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| **Digital Literacy Integration:** | Click or tap here to enter text. | * Are sufficient instructions given to students around the use of digital tools, and is sufficient time provided to practice using the tools?
* Do students use digital tools to create and present products (e.g., papers, presentations, graphics)?
* Are students provided with an opportunity to select and use appropriate technology to solve problems in class?
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| **Lesson Conclusion:** | Click or tap here to enter text. | * Review lesson objectives.
* Provide an opportunity for student reflection.
* Connect to prior and future learning.
 |
| **Assessment:**  | Click or tap here to enter text. | * Describe the ongoing formative assessments that will be used to check learners’ progress toward the lesson objectives.
* Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.
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| **Lesson Extension,Homework:**  | Click or tap here to enter text. | * Include opportunities for learners to practice skills outside of class time.
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| **Lesson Extension,Additional Enrichment/Practice Opportunities:**  | Click or tap here to enter text. | * Include opportunities for learners to extend their learning through additional resources (print and online), readings, and practice of skills.
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# Instructor Reflection Before the Lesson

**Instructor Reflection Questions (to be completed before teaching the lesson):**

* Are the relevant CCRS Key Shifts addressed in the lesson (ELA – Text Complexity, Evidence, Knowledge; Math – Focus, Coherence, Rigor)?
* Are there opportunities to position students as experts on topics?
* What implicit bias might be reflected in the lesson or instructional design of the lesson?
* Were sufficient instructions on the use of digital tools provided, and do students have an opportunity to practice?
* Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

# Instructor Reflection After the Lesson

**Instructor Reflection Questions (to be completed after teaching the lesson):**

* What went well in the lesson?
* What did not go well in the lesson?
* Did the learners meet the lesson objectives? How do you know? If not, why?
* What changes should be made for next time the lesson is taught?