

Modern Language Education Lesson Planning Template

OVERVIEW:		
Teacher Candidate:		
Meaningful Unit of Instruction:	Cultural Context:	
Central Focus of Learning Segment:	Lesson Number:	
Language of Instruction:	Level / Grade / Proficiency Level:	Date to be Taught:

LEARNING STANDARDS:	
<i>Only include standards and specific portions of those standards that will be assessed in this lesson.</i>	
*World Readiness	
State	
Common Core	

LEARNING OBJECTIVES AND ASSESSMENTS:		
*Standards Alignment	Learning Objective(s): <small>(communicative function + content or cultural context + form)</small>	Informal and Formal Assessment(s): <small>(assessment type and what it assesses)</small>
<i>Add or delete rows as needed.</i>		

STUDENTS' KNOWLEDGE, SKILLS, AND ASSETS:
Students' prior academic learning to be built on in this lesson and/or learning segment are:
Students' real-world interests and knowledge to be built on in this lesson and/or learning segment are:

PLANNED SUPPORTS AND DIFFERENTIATION:
Planned supports (multiple representations) to help students access instruction include:
Planned supports (multiple means of engagement) to help students carry out the learning tasks include:
Planned supports (multiple means of expression) to help students express their understandings include:
Additional differentiation of content, process, and/or product(s) include:
Modifications and/or adaptations for learners with identified needs (e.g., IEP, 504 Plan, heritage learners) are:

INSTRUCTIONAL AND LEARNING MATERIALS, TEXTS, AND RESOURCES:	
Authentic and Other Materials	
Authentic and Other Texts	
Technology Resources	

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SEQUENCE OF INSTRUCTIONAL STRATEGIES AND LEARNING TASKS:		
<i>Add or delete rows as needed.</i>		
Teacher Actions: (e.g., instruction, directions, questions, management, assessment, etc.)	Student Actions: (e.g., learning tasks, planned interactions, performances, etc.)	Communicative Mode / Estimated Time
1.	1.	/
2.	2.	/
3.	3.	/
4.	4.	/
5.	5.	/
6.	6.	/
7.	7.	/
8.	8.	/
9.	9.	/
10.	10.	/
11.	11.	/
12.	12.	/

Complete this section after teaching the lesson.

ANALYSIS AND REFLECTIONS ON TEACHING AND LEARNING:
1. To what extent were you successful in creating a safe, comfortable, motivating, and challenging learning environment ? What is your evidence? What obstacles did you encounter? How might you address these in the future?
Reflections:
2. To what extent were you successful in designing instruction and learning tasks that promoted students' language proficiency development? What is your evidence? What obstacles did you encounter? How might you address these in the future?
Reflections:
3. To what extent were you successful in promoting students' meaningful target language interactions with you and with each other ? What is your evidence? What obstacles did you encounter? How might you address these obstacles in the future?
Reflections:
4. To what extent were you successful in promoting students' standards-based culture learning ? What is your evidence? What obstacles did you encounter? How might you address these obstacles in the future?
Reflections:
5. To what extent were you successful in supporting the learning of all students ? What is your evidence? What obstacles did you encounter? How might you address these obstacles in the future?
Reflections:
6. To what extent were you successful in assessing students' achievement of the learning objectives ? What is your evidence? What obstacles did you encounter? How might you address these obstacles in the future?
Reflections: