

**Strategies to Enhance Instruction for English Language Learners in the Classroom:**

**Lesson Plan Template**

### Introduction

As the final product for this course, you will create a lesson plan specifically designed for your English Language Learners. This workshop will introduce you to a number of strategies, tools and resources for supporting your English Language Learners. Use this template to help you manage your thoughts as you work through the course and apply what you learn.

Choose a specific lesson plan that you have you have recently taught, observed, or read aboutor select a lesson you plan to teach soon to expand upon during this course.  You will refer to this lesson throughout the course in order to implement what you have learned to best support your English Language Learners.

### WIDA Standards

### Complete the information below based on the lesson plan you have selected to examine.

**Lesson Plan Title:**

**Subject Area(s):** Type an “X” in the box to the left of the subject area(s) addressed in this lesson:

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| --- |
| **Subject Area(s)** |
|  | Standard 1: Social and Instructional Language |
|  | Standard 2: The Language of Language Arts |
|  | Standard 3: The Language of Mathematics |
|  | Standard 4: The Language of Science |
|  | Standard 5: The language of Social Studies |
|  | The Language of Music and Performing Arts |
|  | The Language of Visual Arts |
|  | The Language of Technology and Engineering |
|  | The Language of Health and Physical Education |
|  | The Language of the Humanities |
|  | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Language Domain(s):** Type an “X” in the box to the left of the language domain(s) addressed in this lesson.

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| **Language Domain(s)** |
|  | Speaking |
|  | Reading |
|  | Writing |
|  | Listening |

**Briefly Describe Your Lesson Plan:**

### WIDA Can Do Descriptors

### Using the WIDA Can Do Descriptors and the above lesson plan you selected, consider how you would construct your instruction for students at a particular level of English proficiency and how you would ask students to demonstrate what they have learned.

### 3. Lesson Objectives

### Write your learning objectives for this lesson and make sure they are clear and measurable. You can refer to [the Bloom’s Taxonomy Interactive tool](http://community.wvu.edu/~lsmong/Articulate%20Blooms%20Wheel/blooms_wheel.html) to help you get started. Make sure to articulate both your language objectives and your content objectives for your ELL students.

### Develop Strategies for ELL students

### What strategies can you use to provide opportunities for ELL students to demonstrate content knowledge as well as practice English?

### 5. Identify Academic Vocabulary

Select a grade-level text you are currently using in the lesson or unit you chose.  Identify both the general academic vocabulary words as well as the domain-specific vocabulary words in that text that are essential for understanding the content. Design the strategies you will use to teach these vocabulary words in-depth.

**6. Technology and Vocabulary**Describe how you will use one ore more of the web-based tools with students to help them strengthen their academic vocabulary.

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**7. Using Images to Inspire Writing and Speaking**

Paste in some of the images you found in Activity 1 in Session Three. Articulate how you will use the image or images to inspire reading and speaking activities with your ELL students.

**8. Digital Storytelling**
Describe how you will incorporate digital storytelling into your lesson plan to allow students authentic opportunities to practice reading and speaking activities.

**6. Additional Notes**

Include any additional notes here.