Lesson Plan Title:

I. General Information for Lesson Plan (enter information below):
A. Instructor:  
B. Date:  
C. Topic:  
D. Duration Lesson (minutes):  
E. Grade Level:  
F. Group Size:  
G. Number of ESOL Students:  
H. Number of ESE students:  

II. Materials and Resources:
A. Materials Needed for Lesson Plan: Were students’ interests, backgrounds and needs (including ESOL and learning disabilities) taken into account when selecting the materials? How? Do materials depict individuals of both genders, and of various races and cultures in ways that suggest success? Explain:

List all the essential materials needed for each of the following:
1. For the teacher:
2. For the students (same as above or others):

B. Resources Used for Developing Lesson Plan: Indicate any resources used for developing this lesson: articles from professional journals (include a copy), professional books or textbooks, children’s books, computer software, and/or calculator activities:

III. Specific Objective(s) for Lesson Plan:
A. What objective(s) was (were) used for this lesson plan?
B. What Sunshine State Standard(s) and Benchmark(s) are related to the lesson objective(s)?
C. What pre-requisite skills and/or concepts are necessary (including cognitive level(s) for each one)?

D. What cognitive level(s) or combination of levels is (are) involved in this Lesson Plan? (Select the ones that apply and explain.)

- [ ] Concrete  
- [ ] Concrete-Representational  
- [ ] Abstract-Concrete  
- [ ] Representational  
- [ ] Representational-Concrete  
- [ ] Representational-Abstract  
- [ ] Abstract  
- [ ] Concrete-Abstract  
- [ ] Abstract-Representational

Explanation for use of cognitive levels (how and why?):

E. What students’ interests and backgrounds will be taken into consideration when planning this lesson? (Make special consideration for ESOL, learning disabilities, and technology.):

F. What accommodations or considerations were made for ESOL, learning disabilities and technology?
1. **ESOL Strategies** (select the ones that apply):

- Classify, Categorize
- Compare and Contrast
- Cooperative Learning Groups
- Experiments
- Flow Charts
- Games
- Identify Main Ideas & Vocabulary
- Jigsaw
- Numbered Heads Together
- Field Experiences
- Flow Charts
- Outlines
- Peer Tutoring
- Predict
- Problem Solving
- Think, Pair, Share
- Free Writing
- Group Reading
- Interview
- Learning Log
- Manipulative Materials
- Laboratory Investigations
- History, Literature, Story-Telling
- Illustrations
- Maps
- Concept Mapping
- Modify Assignments
- Peers
- Think
- Predict
- Solve
- Whole Group
- Think, Pair, Share
- Debate
- K-W-L
- Language Experience Approach
- Min-Museums
- Models
- Predict, Observe, Explain
- Reflective Thinking
- Brainstorming
- Others:

2. **Consider the following areas for possible accommodations for individual needs**
   (select the ones that apply):

- Poor motor skills
- Poor memory
- Poor vision
- Poor written expression
- Others:

- Reading below grade level
- Difficulty with concepts
- Difficulty following directions
- Poor number alignment

3. **ESE Strategies** (Select the ones that apply):

- Adapt the number of items
- Adapt time allotted
- Increase the amount of personal assistance
- Adapt skill level
☐ Adapt extend to which learner is actively involved
    Others:

☐ Adapt delivery of instruction

4. Technology Strategies (select the ones that apply):
☐ Kidspiration
☐ Web-site Development: ☐ teacher ☐ students
☐ Inspiration
☐ Geometer’s Sketchpad: ☐ teacher ☐ students
☐ Programming Language:
☐ Graphic Calculators: ☐ teacher ☐ students
☐ Calculators:
☐ Word Processing: ☐ teacher ☐ students
☐ Computer Generated Graphs:
☐ Simulation Software:
☐ Tutorial Software:
☐ Spreadsheets: ☐ teacher ☐ students
☐ Computer Generated Charts:
☐ Applets: ☐ teacher ☐ students
☐ Data Base:
☐ Problem Solving Software:
☐ Drill and Practice Software:
☐ Hyper Studio
☐ Power Point: ☐ teacher ☐ students
☐ Internet Web-sites: ☐ teacher ☐ students
☐ Computer Generated Charts:
☐ Applets: ☐ teacher ☐ students
☐ Data Base:
☐ Problem Solving Software:
☐ Drill and Practice Software:
☐ Hyper Studio
☐ Power Point: ☐ teacher ☐ students
☐ Internet Web-sites: ☐ teacher ☐ students
☐ Newsletters
☐ E-mail
    Others: ☐ teacher ☐ students:

G. Instructional Procedures for Lesson Plan:
1. Introduction to the Lesson (Setting the Stage):

2. Instructional Input and Modeling (Development of Main Idea):

3. Guided Practice and Check for Understanding:

4. Independent Practice:

5. Concluding Activity (Closure or closing remarks):

   NOTE: In some cases, procedures 2, 3 and 4 above could be combined to work on experiments, games, and other similar formats.

H. Evaluation or Assessment Procedures (How do you know the students mastered the skills or concepts? What procedures were used for assessment?):