

Checklist for Lesson Plan Design with Diverse Learners

Content Knowledge

- _____ lesson objective/shared target written in student friendly language
- _____ examples of differentiation in my plan: (circle those that apply)
special needs of students, learning styles, multiple intelligences, cultural background, other: _____
- _____ opportunities for inquiry (circle those that apply)
question board, KWL, ask a friend, 1:1 with teacher, independent research, other: _____

Instruction

- _____ identify & post target learning objective at beginning and end of lesson
- _____ teaching techniques to support CLD students: (circle those that apply)
modeling, repeat/rephrase instruction, lesson broken into understandable parts (comprehensible input), guided practice: "I do, we do, you do," alternative presentation, other: _____
- _____ make connections to prior learning or student's background knowledge
- _____ scaffolds to differentiate for CLD students: (circle those that apply)
anchor chart, content/academic vocabulary wall, graphic organizers, sentence stems, realia, templates, manipulatives, total physical response (TPR), paired visual w/ auditory, thinking maps
other: _____
- _____ opportunities to practice language at different levels during lesson:
Word-
Sentence-
Discourse-
- _____ enrichments to enhance understanding of stated standards: (circle those that apply)
high interest/accessible vocabulary book bins, computer links to extension activities, independent work connections to cultural and/or linguistic differences, other: _____

Assessment

- _____ standards-based assessments tied to language: (circle those that apply)
Reading Writing Speaking Listening
- _____ assessment modified for CLD students: (circle those that apply)
read aloud assessment, take dictation/scribe student responses, 1:1 conference, labeling/drawing, provide academic word bank and/or word wall, other: _____
- _____ rubrics with range of scores to show proficiency
- _____ project-based criteria to demonstrate student knowledge
- _____ choices given for multiple intelligences to express understanding: (circle those that apply)
demonstration, music, artistic response, activity, movement, other: _____
- _____ nonverbal student self-assessment (thumbs up/down, scale of 5 on fingers, etc.)
- _____ exit ticket with appropriate structure that is not dependent on language to show knowledge

Classroom Management

- _____ Do I include familiar (nonverbal) cues from classroom?
- _____ Do I use school behavior language program and language?
- _____ Do I build in praise for positive behavior models?
- _____ Do I present my directions clearly and precisely with models as needed?

Affective Skills

- _____ cultural differences of students considered
- _____ multiple groupings with chances to practice language skills: (circle those that apply)
- _____ “turn & talk” in pairs or triads, group discussion, individual with an adult, written, other: _____
- _____ cooperative learning groups created for small groups or teams