Purpose: The goal of this assignment is to provide an opportunity for you to design an exemplary lesson plan that will be featured on the Reich College of Education webpage for access by teacher candidates from a variety of programs and across content areas.

Directions: Select one lesson plan from your Teacher Work Sample to use as an exemplary lesson to publish on the RCOE webpage link. Fill in the blocks below to ensure that you have included each phase of the instructional sequence. The use of ELL modifications and technology infusion are required.

Block I - General Information

Class: 
Subject: 
Lesson Title: 
Grade Level: 
Lesson Length:

Block II - Purpose

The purpose of this lesson is:

Block III –Objectives

Content Objectives
Given a research project, an assignment, a lecture, a demonstration, etc., all students will be able to (identify the characteristics of something, explain a theory, expand their knowledge of a concept, etc.):

1. ELLs will become familiar with:
2. ELLs will investigate:
3. ELLS will create:

Language Objectives
Given a research project, a lecture, a demonstration, etc., all students will be able to:
1. ELLs will read:
2. ELLs will discuss/list the main points:
3. ELLs will rewrite the main points:

**Culture Objectives**
Given a class discussion on a concept:

1. ELLs will pair with a native English speaking student to differentiate between countries, cultures, regions, etc.

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**Block IV – State Standards**

List the NCSCS Standard and Goal/Objective that will be addressed in the lesson. If the standard originates from a national or local standard, please include a rationale for its use.

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**Block V – Teacher Materials**

List the materials that will be required for this lesson including maps, pens, paper, pencils, PowerPoint, internet access, computers, etc.

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**Block VI – Content, Procedures, and Instructional Strategy** – Include an explanation of all ELL accommodations that will be used for each activity within the lesson.

**Activity 1 – Introduction and Schema Activation**

**Activity 2 – Assignment/Activity/Demonstration.** It is imperative that you select a research-based instructional strategy to use in the delivery of this lesson. For example, you may elect to engage the learners in a cooperative learning strategy such as Jigsawing, in a Paideia Seminar, or in an interactive lecture during this phase of the lesson. Identify the strategy and provide insights into how you used this strategy to engage the students in learning the content. Citations must be provided when sources are referenced.

**Activity 3 – Conclusion**

**Activity 4 - Assessment**

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**Block VII – Instructional Technology Used for Teaching** – Please indicate the level and type of technology that will be incorporated into the lesson. The chart below
will assist you in categorizing your use of technology on a 9 point continuum. During any lesson, you may elect to use technology at more than one point on this continuum. Give a rationale for your decisions. Remember that pedagogy should always determine your choice of technology integration.

<table>
<thead>
<tr>
<th>Purpose for Technology</th>
<th>Point</th>
<th>Use of Technology</th>
<th>Purpose of Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Technology for Teaching</td>
<td>1</td>
<td>Teacher-use Only (Electronic Equipment)</td>
<td>Technology as a Tool</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Teacher-use Only (Virtual Learning Environments)</td>
<td>Managing</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Teacher Helper (Presentation Tools)</td>
<td>Instructing</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Teacher-made Resources for Students (Exercise and webpage builders)</td>
<td></td>
</tr>
<tr>
<td>Instructional Technology for Learning</td>
<td>5</td>
<td>Student Use Only (Internet research)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Student Helper (Online quizzes, games, exercises)</td>
<td>Facilitating</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Student Helper (Listening and writing tools)</td>
<td>Practicing</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Student Helper (Webpage building, portfolio building)</td>
<td>Generating</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Student-made Resources (Audio and video podcasting, blogging, moviemaking)</td>
<td>Creating</td>
</tr>
</tbody>
</table>

Block VIII – Author Identification

Lesson Author: ____________________________________________________________
School: ________________________________________________________________
Signature: ______________________________________________________________
Permission to Publish: __________ Yes __________ No