

MSMU Lesson Plan Format

Context and Goals

Grade/Class/Subject:
(For what class is this lesson designed?)

Teacher:
(Your name)

Time/Duration of the lesson: *(i.e. 9:15-10:00 or 45 minutes)*

English Language Proficiency of Students: *(Before classroom instruction, teachers will understand their students' English language proficiency, and the language demands of the lesson's instructional materials.)*

California Content Standards:
(Which standards do you plan to teach? Paste these from the Current CA Content Standards)

Enduring Understandings:
(What concepts/big ideas?)

Essential Knowledge/Skills:
(What knowledge/skills? How does this lesson build upon prior lessons? How will this knowledge/skill enable students to understand future lessons?)

Higher-Order Questions:
(What is/are the focusing question(s) for this lesson?)

Observable Outcomes

What do you want students to learn?

Content Objectives:
(What specific objectives from the content standards above does this lesson address?)

Assessment/Checking for Understanding

What evidence will you gather/look for?

(How will you know if students learned both the content and language objectives? What informal and/or formal methods will you use to gather evidence? What criteria will you use to assess learning? How might pre-assessment be used in your analysis of this evidence?)

Academic Language Objectives:
(What specific objectives from the ELD standards does this lesson address?)

<p>Key Vocabulary:</p>	<p>Supplementary Materials: <i>(What resources, "realia", visuals, documents, or manipulatives will you use?)</i></p>
<p>Technology in Support of Learning: <i>(What type of technology will you use in your instruction?)</i></p>	<p>Technology in Support of Learning: <i>(What type of technology will the <u>students</u> use to achieve and/or demonstrate the objectives?)</i></p>

Anticipated Misunderstandings/Difficulties:

(What areas of confusion or difficulty do you anticipate students might encounter with this material? How will you address them?)

Student Assets:

(What interests, prior knowledge do students bring to help them with this material? Include for all focus students.)

Lesson Pre-assessment and Sequence:

<p>Element <i>Describe what will happen-what will teacher and/or students do</i></p>	<p>Rationale <i>Describe why you chose to do it this way.</i></p>	<p>Differentiation: Modifications/Adaptations <i>For each segment of the lesson sequence, describe any needed modifications for EL, special needs, or socio-emotional needs.</i></p>
<p>Pre-Assessment of Students' Knowledge or Ability: (Before instruction begins, how will you assess what students know and/or are able to do related to the objective?)</p>		

LESSON SEQUENCE

Instruction to Support Learning:

(How will you design learning experiences to facilitate students' understandings, knowledge and skills? Things to comment on: teacher's role, student groupings, ways to ensure engagement (i.e., linking information to students' lives and previous learning), ways you are scaffolding.)

Structured Student Learning Activities:

(What activities will help students grasp and practice concepts/skills? How will students be grouped and manage their learning?)

*(EL focus student: describe this student's EL goals. Describe the assets and challenges related to this lesson for **this English learner**. What will you do specifically support **this student** for this lesson?*

*Special Needs focus student: describe this student's special need and relevant IEP goals, his/her assets and challenges related to this lesson. Describe what you will specifically do to support **this student** for this lesson.*

*Focus student with social-emotional challenges: Describe the social-emotional assets and challenges for **this student**. Describe what you will specifically do to support **this student** for this lesson.*

Advance students: What will you do for those students who already "get it" and need to be challenged in different ways?)

Post-Assessment:

(How will you know if students learned both the content and the language objectives? What informal and/or formal methods will you use to gather evidence? What criteria will you use to assess learning? How might pre-assessment be used in your analysis of this evidence?)

Extension: <i>(How might this lesson be extended into future content areas or lessons?)</i>		

Theories that might be useful for rationales (Note: You may wish to refer to your “toolbox” for helpful resources further explaining below):
Universal Design for Learning: *Multiple means of representation; Multiple means of action & expression; Multiple means of engagement.(the what, how, and why of learning)*
Five E’s: *Engage, Explore, Explain, Elaborate, Evaluate*