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 demands of the lesson's instructional materials.)	instruction, teachers will understand their students' English language proficiency, and the language
California Content Standards: (Which standards do you plan to teach? Paste these from the Current Content Standards do you plan to teach?	CA Content Standards)
Enduring Understandings: (What concepts/big ideas?)	
Essential Knowledge/Skills: (What knowledge/skills? How does this lesson build upon prior lessons	s? How will this knowledge/skill enable students to understand future lessons?)

Observable Outcomes What do you want students to learn?

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

Assessment/Checking for Understanding What evidence will you gather/look for?

What as you want students to real in.	vinat evidence vin jou guther/room for.
Content Objectives: (What specific objectives from the content standards above does this lesson address?)	(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 preassessment be used in your analysis of this evidence?)
Academic Language Objectives: (What specific objectives from the ELD standards does this lesson address?)	

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

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:

Element Describe what will happen-what will teacher and/or students do	Rationale Describe why you chose to do it this way.	Differentiation: Modifications/Adaptations For each segment of the lesson sequence, describe any needed modifications for EL, special needs, or socio-emotional needs.
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?)		

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.)	(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.			
Structured Student Learning Activities: (What activities will help students grasp and practice concepts/skills? How will students be grouped and manage their learning?)	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: (How might this lesson be extended into future content areas or lessons?)	

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