

# 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?)*

### Academic Language Objectives:

*(What specific objectives from the ELD standards 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?)*


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

**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 style="text-align: center;"><b>Element</b></p> <p style="text-align: center;"><i>Describe <b>what</b> will happen-what will teacher and/or students do</i></p>	<p style="text-align: center;"><b>Rationale</b></p> <p style="text-align: center;"><i>Describe <b>why</b> you chose to do it this way.</i></p>	<p style="text-align: center;"><b>Differentiation: Modifications/Adaptations</b></p> <p style="text-align: center;"><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>		



<b>Extension:</b> <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*