

CSUMB College of Education Lesson Plan Template

Lesson Title:

Lesson Duration:

Name:	Subject:
School:	Grade:
Class Description	Number of students, gender, special needs (IEPs/504s , EL proficiency levels), cultural backgrounds, and primary languages. Be specific about how many students within each identification. Physical layout of the classroom
Background Knowledge	Identify prior student learning and knowledge relevant to this lesson (e.g. prior instruction, knowledge of students' content knowledge or skills based on pre-assessment, cultural experiences).
Standards: • Content • English Language Development (ELD)	List the complete standard(s) for the grade level and content area. Please cite and quote the specific standard(s). Remember to include appropriate content and English Language Development Standards for the students in your classroom. Utilize text features to pull out the key pieces of the standards that you are assessing .
Central Focus/Learning Target	Describe the overarching topic/big idea of the unit in which this lesson belongs. Big Ideas include essential questions, concepts or conceptual processes, linchpin ideas, topics, overall objectives, or goal statements. Describe how the greater purposes of this lesson matters to students and connect to the discipline.
Lesson Learning Objective/Target	Identify the knowledge and skills that your students will develop from the lesson. The objective(s) must directly correlate with the CCSS and be stated with measurable products. To do this, you essentially “translate” each identified standard into a measurable learning outcome using action verbs such as “demonstrate,” “explain,” and “illustrate.” Do not use verbs such as “understand” or “know,” as these can’t be directly measured. For example, <i>“Students will be able to <u>(identify thinking skill)</u>. <u>(identify content [comes directly from the standard])</u> by/through <u>(identify resource)</u> to <u>(identify product)</u>.”</i>
Academic Language Objective • Demands • Functions • Forms	Identify how students will use academic language to achieve the lesson learning target. The language objective identifies the highest priority language learning/usage for students to be able to communicate their achievement of the lesson learning objective. For example, <i>“Students will be able to <u>(function)</u> + using <u>(forms: specific disciplinary literacy terms)</u> + <u>(demand: communication mode)</u>.”</i>
Assessment Plan, Rubric, and Feedback Procedures After Student Work Analysis	• Articulate your criteria for assessment of students’ achievement of the objective (e.g. rubric, scoring guide). • Provide a copy of your rubric/assessment criteria with the lesson. • Describe how and when you will analyze student work. • Describe your next instructional steps to address students’ needs based on assessment including providing feedback and additional instruction if needed.
Materials	List ALL materials needed to teach the lesson, including resources, handouts, assessments, rubrics, etc. Provide appropriate citations for all materials whose sources are from published texts, the Internet, or other educators.

Instruction (Identify necessary supports/scaffolding/modifications) <i>[Time Allotted: ____]</i>	Teacher does: Describe the opening activity you will use to assess/access students' prior knowledge, stimulate interest, and generate questions (Example: KWL chart, story, video clip, visuals) Describe how you will capture the students' interest and connect the content of the lesson to their everyday lives. What questions will you ask to gather information about your students' knowledge and misconceptions?	Students do: Provide examples of anticipated student responses.
Formative (Informal) Assessment	The teacher assesses student learning. Define exactly what the students must do to demonstrate understanding of concepts at this point in the lesson. Describe exactly what product(s) your student will develop to demonstrate understanding of concepts at this point in the lesson. (Example: paragraph, drawing, oral report, graph) Gather evidence: - What evidence might I observe or collect during this part of the lesson regarding students' ongoing learning? - How will I know if my students are prepared for further learning?	
Instruction and/or Practice Activity (Identify necessary supports/scaffolding/modifications) <i>[Time Allotted: ____]</i>	Teacher does: Describe the next learning activity. Instructional sequence should be detailed enough for another teacher to teach it.	Students do: Provide examples of anticipated student responses.
Formative (Informal) Assessment	The teacher assesses student learning. Define exactly what the students must do to demonstrate understanding of concepts at this point in the lesson. Describe exactly what product(s) your student will develop to demonstrate understanding of concepts at this point in the lesson. (Example: paragraph, drawing, oral report, graph) Gather evidence: - What evidence might I observe or collect during this part of the lesson regarding students' ongoing learning? - How will I know if my students are prepared for further learning?	
Instruction and/or Practice Activity	Teacher does: Describe the next learning activity. Instructional sequence should be detailed enough for another teacher to teach it.	Students do: Provide examples of anticipated student responses.

(Identify necessary supports/scaffolding/modifications) <i>[Time Allotted: ____]</i>		
Closure <i>[Time Allotted: ____]</i>	Teacher does: Describe how you will have students review the content and language objective for the day and how they have met or not met today's objectives Evidence: • What did we do today? • Why did we do it/what did we learn?	Students do: Describe how students will reflect on activities and learning outcomes related to content and language objectives.
Outcomes Assessment <i>[Time Allotted: ____]</i>	Teacher does: Describe the formative/summative outcomes assessment you will use to measure achievement of content and language objectives. Evidence: • How can students demonstrate their learning of the objective?	Students do: Describe how students will participate in assessment.