NMSU Elementary Education Lesson Plan   **Prepared By:**   **Date:**

Subject:	Grade:	Length of Class Time:

MEASURABLE LEARNING OBJECTIVE(S): State specifically what students will know or be able to do at the end of the lesson.	**STANDARDS ADDRESSED** List the standard(s) in its entirety.
MEASURABLE LANGUAGE STANDARD(S):	**PRIOR KNOWLEDGE:** List the concepts/skills the students already know that directly connect to the objective(s). Consider students' funds of knowledge.

CULTURAL AND LINGUISTIC RESPONSIVENESS: Explain how the activities and experiences in the plan honor all students' cultural knowledges and language abilities.

EMERGENT BILINGUAL STUDENTS:

___Multiple options for demonstrating understanding	___Homework modification	___Build on prior knowledge
	___One-on-one instruction	___Annotated Text
___Interactive lesson	___Pre-reading activities	___Pre-teach vocabulary
___Check frequently for understanding	___Choral reading	___Partner/collaborative work
	___Mirroring	___Other: _____

INCLUSION: Select the Special Education accommodations and modifications you will make for each student with an IEP, IFSP or 504 Plan. Write each student's initials in the space before each accommodation/modification.

___Short instructions (1-2 steps)	___Highlighted reading	___Use of comm. device
___Provide written instructions	___Peer assistance	___Preferred seating
___Repeat instructions	___Check for understanding often	___Behavioral supports
___Colored transparency	___Reduced assignment	___Additional IEP, IFSP, 504 Plan
___Large print/Braille	___Extra time for oral response	required assistance
	___Extra time for written response	___Other:_____

CLASSROOM LEARNING ENVIRONMENT: Describe how the room is organized to facilitate the lesson (whole class, small group, learning centers, partner learning).	**LESSON FORMAT:** (circle one)**:** - 5-E (Science) - I Do, We Do, You Do - Other _____	**TECHNOLOGY:** How will technology be used as a teaching and learning tool in this lesson?

MATERIALS/RESOURCES:

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☐ **Technology (included if used)**

☐ **Resource Documents (included if used)**

INSTRUCTIONAL PROCESS		
Think about how you will do the following as you plan your lesson…	Clearly sequence the lesson. Include appropriate transitions.	**Time:**
✓ **Make clear the lesson format through section headings.**		
✓ **Inform students of the objective(s).**		
✓ **Model and demonstrate.**		
✓ **Notice what students are learning and still need to learn.**		
✓ **Prompt and cue as needed.**		
✓ **Provide students with hands-on experiences and practice.**		
✓ **Hold students accountable for their learning.**		
✓ **How will you differentiate instruction to meet a variety of student needs?**		
✓ **Intervene with students who are not ready to move on.**		

✓ **Assess at the end of the lesson, to determine who has mastered content and who needs further assistance.** ✓ **Support students in connecting concepts to future lessons and exploring real-life applications.** ✓ **Provide opportunities for students to self-assess.**		

EXTENDING STUDENT THINKING BEYOND THE LESSON (optional)	
Think about how you will do the following as you plan your lesson… ✓ **Extend the lesson to those who are ready to move on.** ✓ **Offer opportunities for students to extend their learning.** ✓ **Endorse independent learning or more in-depth study of content for students.**	**Description of the Extension:**

ASSESSMENT	
Formative: Describe the activities or tasks available during or at the end of this individual lesson for students to show their progress in learning a new skill. How will you know whether all students made progress toward the objective?	**Summative:** How will student outcomes be measured either in this lesson or during a larger, over-arching unit assessment? Describe this even if you are not the one giving the summative assessment.