**DLE 912 LESSON PLAN**

Lesson Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Your name and Red ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Duration of Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **NGSS:** |
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| **Guiding Inquiry Question:** | |
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| **Lesson Objectives:** | |
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| **Prior Skills/Knowledge Needed:** | |
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| **Evaluate** | |
| **Formative Assessments:** Describe your assessments and explain how will you assess students' understanding of the lesson objectives during the lesson? What types of student responses do you expect (include both productive student ideas and misconceptions) and how will you provide feedback and modify your instruction? Provide specific examples.  PURPOSE:   * for students to assess them understand of the learning objectives * for the teacher to assess student understanding of the learning objectives | |
| **Skill/Reasoning Lesson Objective** | **Assessment Plan** |
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| **Knowledge Learning Objectives** | **Assessment Plan** |
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| **Resources, Materials, and Grouping:** *What materials and references are you using? How will you manage those materials during the class?**When will the students be working individually, in small groups, and whole group?* | |
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| **Academic Language Requirements: Identify the key**   1. **Language function (e.g. *analysis*),** 2. **Tier I-III vocabulary + symbols,** 3. **The written/oral structures they will need to use & understand (e.g. how the directions are set up and their responses should be organized).**   **Then plan appropriate support for students in general (within your lesson sequence) and for emergent bilinguals in particular (within the differentiation section).** |
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**INSTRUCTIONAL SEQUENCE – (Note, you do not need to keep these as separate boxes, and you may paste in instructions from other sources if you cite your references. However, consider the questions below to be sure you have addressed them in your instructional section of your lesson plan).**

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| **Anticipatory Stage** |
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| **Engage** |
| **Instruction:** Engage stage**.** What experiences will you design to engage and motivate students? What are the relevant/real world connections within this lesson?  Purpose:   1. to convey the context of the lesson(s)/unit by conveying an important Key Question, 2. to engage students in investigations that reveal their thinking to themselves and the teacher, 3. to record the initial ideas of students, 4. to engage their interest. |
| **Key Question:**  **Opening activity to surface student thinking:**  **Opening activity to engage student interest and/or clarify context of the investigations:**  **Questions for whole group discussion:** |

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| **Explore** | |
| **Instruction:** Exploratory stage.What experiences will you design so that students will grapple with the content, investigate, and explore the central concepts?What ideas do you expect students to develop as a result?  PURPOSE:   1. to test ideas and develop knowledge using explorations, investigations, experiments 2. to modify and record ideas as they change due to activities 3. to develop new questions and testable hypotheses | |
| **Activities (list)** | **Driving Questions** |
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| **Student Communication Product:** (written report, oral presentation, poster, etc.  (consider showing “Models” of student products to help student identify characteristics of quality) | |

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| **Explain** |
| **Instruction:** *Student Explanation stage. How will the students communicate their understanding of the concepts? How will you design additional experiences to extend their understanding or to assist them in recognizing misconceptions? How will you support students in using data, evidence and/or representations to make sense of the central concept?*  PURPOSE:   * to answer the Key Question through student explanations * to provide students with relevant vocabulary, formal definitions and explanations of concepts |
| **Content Media: (written material, video, teacher lecture, technology)**  **Clarifying Questions for Whole/Small Group Discourse:**  **Student Communication Product (assessment):** (unit test, written report, oral presentation, poster, etc.) |
| Instruction: What open-ended questions do you have planned to support students’ thinking and help them participate more fully? |
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| **Elaborate** |
| **Instruction:** Expand and connect. How will you help students reflect and expand on this lesson, ask their own questions and/or connect it to the next lesson?  PURPOSE:   * to extend students' conceptual understanding through application or practice in new settings |
| **Activities:**  **Content Media: (written material, video, teacher lecture, technology)**  **Extending/Application Questions for Whole/Small Group Discourse:**  **Student Communication Product (assessment):** (unit test, written report, oral presentation, poster, etc.) |

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| **Differentiated Instruction:** What scaffolds and instructional modifications will you provide to support individual and/or group learning needs? How will you support students who need special attention connecting to the material or the classroom environment? |
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