

Lesson Plans: (Teacher Name)

Subject:	Grade:	Topic:	Concepts:
Content Standard(s): <i>(What state or national framework standards will guide this lesson?)</i>			
Connecting Standard(s): <i>(What cross content standards, literacy and/or math, will this lesson integrate?)</i>			
Essential Question(s): <i>(What are the overarching goals of the lesson?)</i>			
Learning Objectives: <i>(What will the students know/understand at the completion of the lesson?)</i>			
Pre-assessment Plans: <i>(How will it be determined what each student already knows?)</i>			
Materials / Resources: <i>(What resources / materials are used to support the achieving of the learning objectives?)</i>			
Differentiation: <i>(What differentiation strategies will be utilized to support all learners in this lesson?)</i>			
<p><b>ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>Describe how the teacher will capture students' interest.</li> <li>What kind of questions should the students ask themselves after the engagement?</li> </ul> <p>These activities mentally engage students with an event or question. Engagement activities capture students' interest and help them to make connections with what they know and can do. The teacher provides an orientation to the unit and assesses students' prior understanding of the concepts addressed in the unit.</p> <p>What is the teacher doing? What are the students doing?</p>			
<p><b>EXPLORATION</b></p> <ul style="list-style-type: none"> <li>Describe what hands-on/minds-on activities students will be doing.</li> <li>List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration</li> </ul> <p>Students encounter hands-on experiences in which they explore the concept further. They receive little explanation and few terms at this point, because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another make sense of the concept. Students must spend significant time during this stage of the model talking about their experiences, both to articulate their own understanding and to understand another's viewpoint.</p> <p>What is the teacher doing? What are the students doing?</p>			
<p><b>EXPLANATION</b></p> <ul style="list-style-type: none"> <li>Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?</li> <li>List higher order thinking questions which teachers will use to solicit <i>student</i> explanations and help them to justify their explanations.</li> </ul> <p>Only after students have explored the concept does the curriculum and/or teacher provide the scientific explanation and terms for what they are studying. The teacher may present the concepts via lecture, demonstration, reading, or multimedia (video, computer-based). Students then use the terms to describe what they have experienced, and they begin to examine mentally how this explanation fits with what they already know.</p>			

What is the teacher doing? What are the students doing?

### **ELABORATION**

- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students' observations?
- How is this knowledge applied in our daily lives?

The next stage of the model serves to help students elaborate on their understanding of the concept. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far. Interaction between the students is essential during the elaboration stage. By discussing their ideas with others, students can construct a deeper understanding of the concepts.

What is the teacher doing? What are the students doing?

### **EVALUATION**

- How will students demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson

The final stage of the model has a dual purpose. It is designed for the students to continue to elaborate on their understanding and to evaluate what they know now and what they have yet to figure out. Although the key word of the stage is evaluate, the word does not indicate finality in the learning process. Indeed, students will continue to construct their understanding of these broad concepts throughout their lives. Evaluation of student understanding should take place throughout all phases of the instructional model. The evaluate stage, however, is when the teacher determines the extent to which students have developed a meaningful understanding of the concept.

What is the teacher doing? What are the students doing?

**Reflection:** *(What went right in this lesson? How can you improve it the next time? How was the timing and management throughout the lesson?)*

