

Lesson Plan Template "Cheat Sheet"

| | What is it? | How can I implement it? |
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| Explicit | Brief part of the lesson when students learn the objective | Teacher introduces/reviews important vocabulary words while adding them to or referring to the word wall. Teacher also introduces/reviews the essential question. The essential question is written in the student language and should be posted and referred to throughout the lesson. |
| Modeled | Component of the lesson when students learn exactly what they are expected to do during guided practice and eventually during independent work. | Teacher conducts a think aloud while solving a problem or reading the text to explain thought processes or thinking pattern. Model the use if a graphic organizer to organize key ideas during this step. |
| Guided | Opportunity for students to work in pairs, trios, and/or quads using collaborative strategies to practice what they were taught during the modeled portion of the lesson while the teacher performs checks for understanding. | <p style="text-align: center;"><u>Examples of Collaborative Strategies:</u></p> <p>*Numbered Head Together: Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects a number and the student with that number answers for the group.</p> <p>*Rally Table: In teams, students alternate generating written responses or solving problems. The paper continues to go around the table until each student has had an opportunity to contribute. The teams take turns sharing their responses with the rest of the class.</p> <p>*Team-Pair-Solo: Teammates work together to solve a problem. If correct, students advance to pair work for the next problem. If correct, the partners switch roles to solve another problem. Finally, the students advance to solo when all problems are correct.</p> |
| Independent | Opportunity for students to independently apply what they have learned during modeled and guided practice. | Teacher assigns students independent work that is directly aligned with the lesson objective. Teacher circulates around the room to provide support and determine who has mastered content and who needs further assistance. |
| Summarizer | Allow students to reflect on key ideas they have learned during the lesson and to answer the essential question. | <p style="text-align: center;"><u>Examples of Summarizers:</u></p> <p>*Ticket Out the Door: Students respond to a prompt which they in turn, share with the class or with a partner.</p> <p>*Dear Teacher: Write a letter to an absent student, another teacher or the principal explaining what has been learned and answering the essential question.</p> <p>*It's Okay to Pass Summary Notes: Students write a summary paragraph answering the essential question and exchange with a partner who responds to the accuracy of the answer.</p> |