THINKING BEHIND THE LESSON PLAN

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| Lesson Description |
| Central Focus:  The central focus is an overarching, big idea for student learning in literacy. The central focus is a description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment.  The subject-specific components for the elementary literacy central focus also include (a) an essential literacy strategy tied to the central focus and (b) related skills. For example, the central focus for a primary grade learning segment might be retelling. The learning segment would focus on the essential literacy strategy (e.g., summarizing a story) and related skills (e.g., decoding, recalling, sequencing). The central focus for an upper elementary learning segment might be persuasive writing. The learning segment would focus on the essential literacy strategy (using evidence to support an argument) and related skills (e.g., writing paragraphs, using correct verb tense, or other conventions).  Standard(s) Addressed:   * Include the Illinois Learning Standards, Common Core State Standards, Next Generation Science Standards, etc. that will be addressed during this lesson. * If only part of a standard is being addressed, only list the parts that are relevant. * Your standards must address an essential literacy strategy and skills for comprehending **OR** composing text.   Materials/Instructional Resources:  What materials will you use to engage students in learning? Resources may include graphic organizers, books, PowerPoint presentations, anchor charts, etc.  Learning Objectives:   * Objectives should be measureable. * Objectives can go beyond the academic (social, behavioral, etc.). * Objectives should be associated with the content standards |
| Assessment  *Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed.* |
| Assessment   * Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend orcompose text andrelated skills throughoutthe learning segment. * Assessments should address specific learning objectives.   Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning. |
| Instructional Strategies and Learning Tasks  *Write a detailed outline of your class session including instructional strategies, learning tasks, key questions, key transitions, student supports (instructional and language), checks for understanding, and closure. Include a few key time guidelines.* |
| Lesson Introduction – *Before*   * How will you introduce the topic and set a purpose to help students understand why today’s lesson is important to them as readers/writers/learners? * What is your hook? How will you pique their interest and curiosity regarding the topic? * How will you activate and build on prior knowledge and experiences related to the topic?   Learning Tasks/Activities – *During*   * How will you engage students in active meaning-making of key concepts and ideas? * How will you model the strategy/skill for your students (exemplars and/or demonstrations)? * What checks for understanding will you use at key points in the lesson? Where will these take place and what methods will you use? * What planned supports will you provide for the whole class, individuals and/or students with specific learning needs, including students with IEPs or 504 plans. This can include accommodation and differentiation strategies. * What supports will you provide for the language demands of the lesson? For example, using word maps for vocabulary words or an anchor chart to show the components of a paragraph.   Closure – *After*   * How will students share or show what they have learned in the lesson? * How will you restate the teaching point and clarify key concepts? * How will you engage students in reflection on how the strategies/skills learned today can be used as readers/writers/learners? * How will you provide opportunities to extend ideas and check for understanding?   Checks for Understanding: Monitoring Student Learning  As you write your learning tasks, think about how you will monitor the students’ learning; how will you check to be sure your students understand the concepts being taught? For example, if your objective was to differentiate between synthesizing and summarizing, you could check for understanding with a Venn Diagram that compares and contrasts summarizing and synthesizing. Checks for understanding can be formal and/or informal, formative or summative. |