**Day #: Delete this & type your lesson title here**

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| **Content Standard(s):** |
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| **Language Arts Standard(s):** |
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**Central Focus / Unit Goal:**

**Academic Language Focus:**

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| **Function** | **Demand** |
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**Lesson Objectives:** *Remember to use a variety of levels & domains*

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| **Content Objectives***Students will be able to…* | **Language Objectives***Students will be able to…* |
| 1. **verb** …2. **verb** … | 1. **verb** …2. **verb** … |

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| **Key Vocabulary** |
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| **Formative Assessment** How will you measure students’ progress towards lesson objectives? (Link to Objectives) | *Informal** Cold Call (C.O. 1)
* Whole class informal discussion (L.O. 1, 2)

*Formal** Worksheet 5.2 (C.O. 1, 2)
* Group presentation (L.O. 2)
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| **Content:** ***WHAT*** are students going to learn? |
| *For example:***3-D Shape Vocabulary:****- three-dimensional figure:** has length, width, and height.-**polygon:** a closed figure made up of line segments that do not cross each other.**- polyhedron:** a 3-D figure with faces that are polygons.**- prism:** polyhedron with two parallel congruent faces.- **rectangular prism:** prism with six rectangular faces including two rectangular bases.**- triangular prism:** a prism that has triangular bases**- rectangular pyramid:** A solid figure with a rectangular base and triangular faces that meet at a common point.**- triangular pyramid:** A solid figure with a triangular base and triangular faces that meet at a common point.**- cylinder:** a solid with two parallel congruent circular bases; a curved surface connects the bases.**- cone:** a solid that has a circular base and one curved surface from the base to a vertex. **Draw 3-D figures**  |

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| **Motivation:** Hook & Engage **-** Introduction and Learning Target. |
| Describe what you will DO *at the very beginning of your lesson* to **HOOK** students’ attention on the learning at hand, helping them see the value and relevance of the lesson? Make sure it ties to your objectives. It does not have to be long or elaborate, but it should be meaningful, more than *“Today we are going to talk about …”* |

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| **Strategies**: ***HOW*** are students going to learn?  |
| *For example:***Teams**: **Problem Solving Steps** (10-20 minutes, C.O. 1, L.O. 2)-Divide class into 4 equal groups; distribute math levels throughout the groups-Distribute butcher paper and pens-Groups work together to create a list of steps used in creating story problems-List steps for solving story problems. **Teams: Solve story problem** (15-20 minutes, Content Objective 2)-new piece of butcher paper and a story problem-team works together solve the problem -show and label their steps on the butcher paper. **Teams: Present solution to class** (15-20 minutes, Language Objectives 1, 2)- read their story problem-present their answer to the class-class discussion; evaluate each teams solution-determine who followed the guidelines |

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| **Differentiation/Scaffolding:** Identify supports for individuals / groups of students to be used. |
| *Link differentiations directly to strategies. For example:***Teams: Solve Story Problem** – Provide students C, Q and T a separate instruction sheet...**Direct Instruction –** Provide all students a graphic organizer to … |

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| **Closure:** Wrapping it up - How are you going to tie it all back to the **objectives**? |
| Actively engage students in reviewing what they were supposed to have learned today. A brief comment about what we did today is NOT sufficient. |

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| **Materials & References** |
| Delete these directions and insert the materials YOU will use * (i.e. OTM’s, document camera, crayons, etc).
* Make a simple list that you can check off easily.

List websites you used for videos, primary sources, or other media items.Cite the sources you used with the format below:* Last, First (Year). Title. City, State: Publisher
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| **Reflection:** This box used only for ED331/ED531 lessons. |
| What went well? What did not go so well? How could/would you improve this lesson the next time you taught it? |