

Pay attention to the R-words to activate the brain for learning!
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1. **Objective (Rigor)** - SMART and should be visible on your board daily.

By the end of this lesson students will be able to draw a describe of what a scientist does and write the three complete sentences supporting the descriptive picture.

2. **Opening (Retrieval)** – How will you "hook" your students into the lesson--at both the thinking and emotional level?

- What will you do to open the lesson to motivate and engage the students' interest in the content?

Lesson will open with Who I am, What am I game.

- How will you help students make connections to prior knowledge?

Open class discussion lead by the teacher asking questions about what a scientist is will get a baseline on prior knowledge about the concept.

- How will you identify and present your essential questions, Central focus, and Learning Targets (I CAN statements)?

I will identify and present essential questions, central focuses on learning targets through a class lecture that is supported with online pictures and a short video, along with open ended questions for student to respond to in open group discussion.

- How will you identify / teach / assess language demands?

Vocab for the lesson will be talked about as a group and think share pairs with create Frayer Models for the word Scientist. The word describe will be talked about out loud and given examples as how to use the word in a sentence to help students understand what it means.

- How will you introduce language supports?

Language supports will be introduced by teacher lead examples of how to write a complete sentence. What a complete sentence in details as far as Capitalization and punctuation.

- Is your opening congruent to the objective?

Yes, the opening is congruent to the objective.

3. **Teacher Input (Relevance)** – What information is needed for the students to gain the knowledge/skill in the objective? (Be sure you have done a task analysis to break the information/skill into small manageable steps). How will you use strategies, technology, learning styles? What vocabulary and skills do the students need to master the material? Are the strategies you plan to use congruent to the objective?

For the students to gain knowledge in the objective they will need to know the definition of the words, describe and scientist. Then they will need to be provided with a lecture, visuals aids, and short video of what the various careers scientist have and the various activities they do on the job. In order to incorporate learning differentiation, the teacher will plan to use various pathways of delivering the information and assessing what the students have learned through visual, audible, and written strategies. The students will need to master the definition of describe and scientist in order to master the objective of being able to draw, tell, and write what a scientist does.

Model (Routing) – Outline your I DO activities. Be sure to model strategies and academic language supports needed.

Teacher will present vocabulary and work through the Frayer Model with the word describe.

Teacher will present the lecture with the aid of pictures and a short video describing to the class what scientist do. Followed by open discussion.

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- **Guided Practice** – Students demonstrate a grasp of new learning under the teacher’s direct supervision. The teacher moves around the room to provide individual remediation as needed. “Praise, prompt, and leave” is an excellent strategy to use. Outline your WE DO activities. Be sure to incorporate strategies and academic language supports that are needed.

After vocabulary is introduced and model student with pair up and complete the Frayer model for the word scientist and then share with another pair. Teacher will assess understanding by asking students to share what they wrote.

To demonstrate understanding students will work on drawing a description of what scientist do and writing three complete sentences supporting the descriptive drawing.

- **Independent Practice (Retaining/Rehearsing)** – Students demonstrate an independent application of new skill. Outline your YOU DO activities. Students demonstrate an independent application of new skill. Be sure to praise and assess strategies and academic language supports that are being used.

Students will demonstrate independent application of the new skill by revising and presenting their drawings and supporting sentences. Also answering the high order thinking question why are scientist important to our world, verbally on in written form on project.

- **Check for Understanding (Recognizing)** – Practice doesn't make perfect; it makes permanent. So, make sure the students understand how to proceed before moving to the practice phase of the lesson. You may need to stop and reteach, so students practice correctly. How do you plan to assess understanding? **What HOTQs will you ask?** List at least 3

To assess understanding teacher will walk the classroom asking tables one at time questions to gather if they are understanding and learning the new information given.

1. how does what scientist so affect your daily life. 2. Do you know something a scientist has created? 3. Why is it important that we scientist in the world?

- **How will you check for understanding or reteach?**

Teacher will check for understanding through a project in which students will have to draw a description of what scientist and write three sentences to support/explain picture. The students will have an opportunity to present verbally to class if they choose to do so.

4. **Assessment** – How will we know that the students have individually mastered the objective? What evidence will be collected? What will be an acceptable score? What evidence will be collected to demonstrate mastery of language demands?

Assessment will be taken in verbal, abstract drawing, and written form. The independent project will be collected and reviewed by the teacher then hung in the hallways to share the class understanding of the concept. Students will need to be at a developing or proficient level for the teacher to say they understand and learned the knowledge through the written portion of the project. Students will display understanding of the vocabulary learned through the written portion of the project.

5. **Resources** - What materials will you need for a successful lesson?

In order to be successful with this lessons students will need a pencil, crayons, and an eraser.

6. **Closure (Re-exposure)** – How will you have the students end the lesson/reflect upon what was learned?

Through the game tell me/show me the students will quickly reflect on what they have learned.

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