

Workshop Model Lesson Plan Template

<p>Objective</p>	<p>SWBAT - be sure this is clear, specific, skill-based, and manageable. Be thoughtful about the Depth of Knowledge level required to complete the objective. Level 2 and 3 should happen on a weekly basis. Level 4 maybe every 2-3 weeks in the form of a project, presentation, vehicle., etc.</p>
<p>Warm Up/Do Now 5-7 min.</p>	<p>Be sure this is general in scope and connected to previous learning. Plan for some students to finish quickly and others not. Have a plan for what students will do if they finish early. However, be sure to end it when you plan to. Assigning this a grade will lend the activity some gravity which will hopefully motivate students to settle and focus quickly.</p>
<p>Opening 2-5 min.</p>	<p>The lesson opening should clearly communicate what students are going to learn, why it is important, how it relates to what they already know, and how it is going to happen. You will also want to ensure that your opening engages your students.</p> <p>Before you begin your model lesson do a quick check for understanding to be sure students know where they are going:</p> <ul style="list-style-type: none"> • Why it is important to learn the material. • How it relates to what has been done previously or in their life in general (preparing their memory for new learning) • How we will learn the material, including what the practice will look like. <p>Suggestion: Having students help develop one or two objectives will create “buy in” on the students’ part. As the teacher, you may choose to develop the main objective for the day and then have the students help to create others. This only takes a few minutes a day.</p> <p>Consider using an essential question to frame the significance of the lesson. Then, have the students answer it as an Exit Ticket.</p>
<p>Mini-Lesson/Model 10-20</p>	<p>Be sure your explanations and examples are absolutely clear and correct. Share your thinking with students as a way to model what you expect. This should be skill-based.</p> <p>When introducing a new skill, make use of the “I do, we do, you do” model to establish a strong routine and to use predictability to your advantage. However, don’t consider it the only way. Some ideas: a short lecture, a demonstration, a text, a simulation, a video, etc. As long as it</p>

	<p>is economical and clear, you should be ok.</p> <p>Be sure you've planned this well in advance - it is the most crucial part of the lesson. Also, run through it once or twice aloud and use vocal pacing, tone, and repetition to ensure everything is clear. <i>Be sure to have printed copies of any materials visually presented.</i></p> <p>Here are five guiding questions to effective mini-lesson/model lessons.</p> <ol style="list-style-type: none"> 1. What information will you convey? 2. How will you convey the information? Use multiple approaches when presenting new information (differentiate!) 3. What will students be doing later in the lesson? You need to model this for your students. How would you perform if you were a student in the classroom? 4. How will you know what your students can do and understand during, and at the end of the lesson? How will you assess? The best formative assessments look like instructional activities so presenting how students will be assessed (not graded) is important for students to understand 5. How will you know that your students understand what they will be doing once you move to guided or independent practice? Two minutes here can save you 15 minutes later to re-explain what you thought the students understood about the lesson.
<p>Guided Practice</p> <p>10-20</p>	<p>Give students multiple, scaffold opportunities to practice with a gradual release of teacher support.</p> <ul style="list-style-type: none"> • Clearly state and model for how students are to practice • Monitor and correct student performance, check student understanding, provide descriptive and actionable feedback. • Decide how to organize students during practice. Whole class is effective during Guided Practice, but smaller group activities can be very effective. Consider pairs and triads. • Determine how much time to devote to this section of your lesson – always make sure to allot a significant portion of the lesson to student practice • Double check the alignment of your practice examples – is there direct alignment to your practice and your lesson objective? <p>Utilize Questions, scaffold the questions, but use them as</p>

	directives and ways to check understanding
<p>Independent Practice</p> <p>10-20</p>	<p>The difference between Guided Practice and Independent Practice is in Guided Practice someone (teacher or student) is guiding the learning. In Independent Practice the learning is being developed by one or more students through the practice. Independent Practice can be the time when students demonstrate their understanding of the objective through completing formative assessment. If assessment is the main function of the activity, then students should be working by themselves for that part of the lesson.</p> <p>Independent Practice may involve answering questions, demonstrating a skill, completing a “performance task” (role-play, debate, report, concept map, poem, skit, project) or applying the knowledge in some new way (such as developing a new analogy or metaphor) to demonstrate mastery and eventually transfer. By the end of Independent Practice, students should be able to achieve the daily objective that you set at the beginning of the class.</p> <p>Like guided practice, your independent practice should give students multiple opportunities to demonstrate their understanding. Include more than one example or problem in your practice, especially if it serves as your formative assessment. This will provide you with a more complete view of whether your students truly have mastered the material.</p> <p>Elements to consider in planning Independent Practice:</p> <ul style="list-style-type: none"> • Determine how you will group students. When students are constructing meaning -- pairs or triads work well. • Decide if you should utilize Learning Centers. Here are some aspects to consider with learning centers: <ol style="list-style-type: none"> 1. Decide on the type of center. 2. Specify the outcomes. 3. Create center activities and instructions. 4. Model how to use centers. 5. Provide constant feedback to students. • Group work should necessitate interdependence. That is why pairs and triads work well; it is hard not to be accountable when you are in a group of 2. • Develop group and individual accountability. Make sure that students understand there are group goals and measures, but as an individual student there are measures in place to demonstrate their individual contributions to the group. • Explicitly teach the skills needed to work successfully in a group. Spend time at the beginning of the year to work on these skills, but also come back and practice the cooperative skills needed to work in a group.

	<ul style="list-style-type: none"> • Develop opportunities for group cohesion. Do icebreakers and team building activities from time to time, especially at the beginning of the year. • Allow time for the group to reflect on their work and the process.
<p>Wrap-up</p> <p>5-10 min.</p>	<p>This final stage of your lesson reinforces the lesson objective, provides an opportunity to check for student understanding, but most importantly lets students “cement” their learning into place. Brain research has demonstrated that students retain, and develop more learning when lesson ends with a reflective debrief.</p> <p>This debrief can be in the form of questions posed to the whole group, Reflective Journaling, Exit Slips, Short Responses, answering the lessons Essential Questions, or short demonstrations of the learning objective.</p> <p>The Reflective Debrief should never be an option that is left out. It is so important that even if you must shorten Practice, or save material for the next day you should always make time for students to reflect.</p> <p>An effective lesson closing does not take much time. In fact, your closing should usually take between five and ten minutes. An effective closing, at a minimum, Answers the following:</p> <ul style="list-style-type: none"> • What was our learning objective today, and how well did you meet it? • What part of the lesson was particularly successful in building your learning? • What part of the learning would you like more time or review? <p>These questions can be put into many different questioning stems that fit the age of your students.</p> <p>If you have the students produce something, a written exit ticket, a symbolic representation of their learning, etc. then you can use it as formative assessment. You can then utilize the evidence to address your future lesson plans based on mastery of learning or gaps in knowledge and student misconceptions.</p>
<p>A process for designing interventions after analyzing student data.</p>	<p>First:</p> <p>Look at the number of students who have significant misconceptions or gaps in the learning. If it is less than half the class, the option to adjust instruction to the whole class should be off the table. If there are a mix</p>

of interventions needed, I would not design interventions that involve the whole class even if only 30% to 40% of the students demonstrated mastery of the material.

Second:

Are there more than 4 students with the same problem? And is the problem of simple complexity (recall, explain)? If the answer is yes to both of the questions, then creating homogeneous groups is the best option. This allows you to develop activities that will allow the students that did learn the material to explore the information from a new perspective. This will free up your time to work with the students that have the problem. It is advisable to develop some activities to help the lower performing group so that some of the time you can work with or supervise other students. For this type of grouping it is a good point to remember to keep the groups small, if they are working independently, you can have as many groups as you want working on the same material, but big groups tend to become distracted.

A quick note, heterogeneous grouping can work with these criteria also, but it tends to become a tutoring situation. That is OK, some of the time. However, the contingency for intervention should not automatically utilize the students who mastered the material to tutor those that have not.

Third:

Are there more than 4 students with the same problem? And Is the problem of a high level complexity (analyze or above)? If the answer is yes to both of these questions then heterogeneous grouping works well. The reason is: you can develop activities that challenge all participants who are in the same group, even though they are at different levels of mastery. Answering high order questions keeps the students who learned the material moving forward with new perspective, and allows the students who had problems to hear the thinking of someone who has mastered the material.

Fourth:

Are there only a few students who had problems? Or Are your initial thoughts about the student work, that they understand the material, but you need some clarification to be sure? If the answer is yes to either of the questions then the most productive strategy to employ maybe to do individual conferencing. You may have procedures in your classroom for this, or you can place the other students into either homogeneous or heterogeneous groups

	with assigned activities to free up time to work with students individually.
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Objective	
Warm Up/Do Now 5-7 min.	
Opening 2-5 min.	
Model 10-20	
Guided Practice 10-20	
Independent Practice 10-20	
Wrap-up	

5-10 min.	
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