| **Lesson Components** | **Plan**  | **Whole Group Responding**Frequent Opportunities  | **Visual Strategies** Increase Structure & Improve Comprehension | **Movement**Transition or Sustain Engagement | **Student Choice**Promote Independence & Confidence |
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| **Lesson Standards and Objectives*** Set Lesson Expectations
 | Everyone will learn:Some will learn:A few will learn: | * Have students repeat learning objective and how it fits into the curriculum using choral responding.
 | * Show students what they are learning by posting the objectives broken down into a list or agenda
 | * Students stand during choral response and use hand gestures to show and say what they are learning and why it matters.
 | * Let students choose a specific component of the lesson to focus on most
* Students will write this focus down for self-regulating
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| **Warm-up*** Activate Prior Knowledge
* Build Background Information
 | After Think-Pair-Share, complete first 2 columns of KWL chart (K-What I know & W-What I wonder)  | * Think-Pair-Share… What did we learn yesterday? Why were we learning it?
* All students add post-it notes to KWL Chart for first two columns
 | * Review posted anchor charts or class resources introduced in past lessons that will help during this lesson
 | \_all\_ will add K-W of KWL chart \_\_\_\_ will go to word wall to add lesson vocabulary terms\_\_\_\_ will get up to point out classroom resources for peers  |  |
| **Teacher Led Instruction*** Model
* Guided Practice
 | 1. Model; talk through steps
2. Model; add in thinking aloud
3. Mirror teach using white boards
4. Check for understanding
5. Guide students having difficulty
6. Students model thinking for peers
 | * White board questions for all:

1.2.3.* Comprehension self-check #1
 | * Post a large scale model for all students to see
 | \_\_\_\_ will get up to note class progress on activity schedule\_\_\_\_ will get up to point out classroom resources for peers* gesturing during responding
 |  |
| **Student Led Learning*** Independent work
* Partner or group work
 | Students are all working in different ways on: | * Comprehension self-check #2 at start of independent work
* Comprehension self-check #3 just before transitioning to lesson wrap-up
 | * Students will look back at the lesson focus they chose to note their progress
* Students will write a new learning goal if needed
 | \_\_\_\_ will get up to note class progress on activity schedule\_\_\_\_ will model transition * Some learning options include movement
 | * Students choose how to demonstrate understanding

1: at board2: on computer3: paper, pencil, and partner4: tiles and graphic organizer |
| **Wrap-up / Closure*** Check in with students; repeat main takeaway
* Formative Assessment or Progress Monitor
* Transition
 |  | * Restate the main takeaway from the lesson and then rephrase as a question for choral response
* Students each add one item using a post-it note to KWL chart under L–what they learned
 | * Refer back to learning objective posted for class
* Refer back to KWL chart
* Refer back to visual schedule
 | \_\_\_\_ will model transition \_all\_ will add to L of KWL chart\_\_\_\_ will get up to change visual schedule to next subject | * Students will choose to complete two of three exit ticket questions
* Students will choose one L to share for KWL chart
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