| **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 |
| **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 board  2: on computer  3: paper, pencil, and partner  4: 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 |