




## CCPS Lesson Plan Template

Purpose: To establish expectations for developing, implementing, and evaluating lesson plans to support the delivery of explicit instruction to improve student achievement and success.

<b>Teacher:</b> Tiffanie Barner	<b>Period(s)/Time:</b> HP: hourly on Monday; Gifted <b>Resource:</b> Tuesdays-5 <sup>th</sup> ; Wednesdays: 1 <sup>st</sup> /2 <sup>nd</sup> Thursdays-4 <sup>th</sup>	<b>Date(s):</b> March 7 <sup>th</sup> -11 <sup>th</sup> , 2016
<b>Unit of Study/Topic:</b> Figure It Out – HP Engineering Challenges – 4 <sup>th</sup> 5 <sup>th</sup> Grade Collaborative Conversations – 1 <sup>st</sup> /2 <sup>nd</sup> Grade		


	Monday	Tuesday	Wednesday
<b>Lesson Standards</b>	<p><b>MGSE3.OA.8</b> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><b>Gifted Strands:</b> Problem Solving, Critical Thinking, Communication Skills</p>	<p><b>S5CS1:</b> Students will be aware of the importance of curiosity, honesty, openness, and skepticism in Science and will exhibit these traits in their effort to understand how the world works.</p> <p><b>S5CS4:</b> Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.</p> <p><b>MGSE4.OA.5</b> Generate number or shape patterns that follow a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Explain why the pattern will continue to develop in this way.</p> <p><b>Gifted Strands:</b> Critical Thinking – Warm Up Communication Skills, Research Skills– TechTime Group Dynamics, Problem Solving – STEM Lesson</p>	<p><b>ELAGSE1SL1:</b> Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups.</p> <p><b>Gifted Strands:</b> Critical Thinking/Problem Solving Communication Skills &amp; Collaboration</p>
<b>Direct Explanation</b>	<p>TTW review the standard, vocabulary, learning target, assessment &amp; significance of learning using the language of the direct explanation script using a PowerPoint.</p> <p></p> <p>Sample Explicit Instruction Powerpoint</p> <p><b>Vocabulary:</b> Strategy: Draw a Picture, problem solving, abstract, reasoning, persevere</p> <p>TTW introduce students to STEM and the Engineering Process through PowerPoint and video.</p>	<p>TTW review the standard, vocabulary, learning target, assessment &amp; significance of learning using the language of the direct explanation script using a PowerPoint.</p> <p></p> <p>Sample Explicit Instruction Powerpoint</p> <p><b>Vocabulary:</b> STEM, Engineering, Global Marketplace</p> <p>TTW review the engineering process through PowerPoint, and/or video. She will review the Engineering Process Contract. During the direct explanation, students will take notes on their copy of the contract in their evidence logs.</p>	<p>TTW review the standard, vocabulary, learning target, assessment &amp; significance of learning using the language of the direct explanation script using a PowerPoint.</p> <p></p> <p>Sample Explicit Instruction Powerpoint</p> <p><b>Vocabulary:</b></p> <p>TTW ask students if they know why they are in the class. TTW explain what SCORE is and give an overview of the Gifted Strands. Students will draw an illustration in the front of their Evidence Logs. Students will share their illustrations and explain their thought process/reasoning.</p>
Explain what students should know and be able to do and how they will be assessed.	Learning Target: <b>I can use different strategies to work through problems.</b>	Learning Target: <b>I can use the engineering process to innovate and solve problems.</b>	Learning Target: <b>I can communicate using advanced communication skills.</b>
<b>Modeling the Lesson's</b>		<b>Tech Time:</b> After warm up, students practice numeracy skills,	<b>Tech Time:</b> After warm up, students practice numeracy skills,

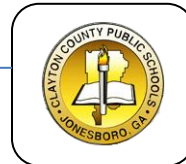



Concepts		<p>close reading &amp; responding with current event articles and Edmodo Constructed Response Posts.</p> <p><b>Creative Corner:</b> Before or after tech time, TTW discuss the narrative writing standards and do a mini lesson on various narrative writing strategies. TSW write to a given prompt for 15 minutes and share. TSW word with the teacher to discuss GLOWS, GROWS, and GOALS for the shared writing using collaborative conversations.</p>	<p>close reading &amp; responding with current event articles and Edmodo Constructed Response Posts.</p> <p><b>Creative Corner:</b> Before or after tech time, TTW discuss the narrative writing standards and do a mini lesson on various narrative writing strategies. TSW write to a given prompt for 15 minutes and share. TSW word with the teacher to discuss GLOWS, GROWS, and GOALS for the shared writing using collaborative conversations.</p>
Demonstrate the knowledge and skills for the lesson's concepts.	TTW model by thinking aloud using the draw a picture strategy to answer the following question: <b>"In 4 minutes, Jenna can saw a log into 2 pieces. If she saws at the same speed, how long will it take her to saw a log into 6 pieces?"</b>	TTW present this weeks STEM Task, and orally model how to use the Engineering Process Contract for this particular task.	TTW read <i>The Foot Book</i> by Dr. Seuss with students to gauge prior experience with and model participating in collaborative conversations
Guided Practice with Feedback			
Provide students with opportunities to practice the concepts and skills with teacher guidance and corrective feedback.	<p>Students will work in groups to practice the draw a picture strategy for the following question: <b>"At the Berry School library, 34 students can sit at 7 tables with no empty seats. There are small tables for 4 students and large tables for 6 students. How many small tables are in the library?"</b></p> <p>The teacher will assist by using "Think About It" Questions to guide students thinking.</p>	Students will work in their Engineering Teams to create their planned idea of how they can create their paper column. TTW ask guiding questions as students plan their structure.	<p>Student will work together to do the "Follow Me" activity. One student will be blindfolded and will have to draw a path based on the directions of the other partner. TTW engage the students in a collaborative conversation about the experience with questions such as:</p> <ol style="list-style-type: none"> <li>1. What did you like or dislike about the activity?</li> <li>2. Was it hard or easy, and why?</li> <li>3. Why do you think we did this activity?</li> <li>4. What kinds of skills were we using?</li> </ol>
Independent Practice			
Allow students to practice the concepts independently using the lesson's skills, language, and/or practices.	<p>Students will use the draw a picture strategy to answer the following questions on their own:</p> <p><b>-Ned has a stamp album. Each page of his album has 5 rows of 6 stamps in a row. Ned has pasted stamps in 2 rows and in half of the rest of the rows. How many more stamps does he need to fill the page?</b></p> <p><b>-A group of students is standing in a circle. Every student faces someone in the circle. The students count off in order, starting with the number 1. Student 2 stands across from</b></p>	Students will have a follow up constructed response activity where they reflect on the engineering process and how it could help them improve their structure. Students will compare and contrast their first trial with their planned trial.	Students will have a follow up constructed response where they provide a reflection of the activity.

## Academics, Accountability, Achievement




	student 7. How many students are in the circle?		
<b>Review/Assessment of Standard and Learning Objectives</b>			
Perform an assessment of students' knowledge and skills.	✓ Students used the strategy appropriately. ✓- if not used appropriately ✓+ if complex abstract thought is evident and explained in a paragraph.	The follow up activity will be graded by the constructed response rubric.  Constructed Response Rubric.docx	Students constructed responses will be anecdotal notes on students writing abilities.



	Thursday	Friday
<b>Lesson Standards</b>	<p><b>S5CS1:</b> Students will be aware of the importance of curiosity, honesty, openness, and skepticism in Science and will exhibit these traits in their effort to understand how the world works.</p> <p><b>S5CS4:</b> Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.</p> <p><b>MGSE4.OA.5</b> Generate number or shape patterns that follow a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Explain why the pattern will continue to develop in this way.</p> <p><b>Gifted Strands:</b>  Critical Thinking –Warm Up  Communication Skills , Research Skills– TechTime  Group Dynamics, Problem Solving – STEM Lesson</p>	<div style="border: 2px solid #8B0000; padding: 10px; text-align: center;"> <p><b><i>Testing -</i></b></p> <p><b><i>AM</i></b></p> </div>
<b>Direct Explanation</b>	<p>TTW review the standard, vocabulary, learning target, assessment &amp; significance of learning using the language of the direct explanation script using a PowerPoint.</p>  <p>Sample Explicit Instruction Powerpoint</p> <p><b>Vocabulary:</b> STEM, Engineering, Global Marketplace</p> <p>TTW review the engineering process in-depth through PowerPoint, and video. She will review the Engineering Process Contract. During the direct explanation, students will take notes on their copy of the contract in their evidence logs.</p>	<div style="border: 2px solid #8B0000; padding: 10px; text-align: center;"> <p><b><i>Eligibility</i></b></p> <p><b><i>Meetings -</i></b></p> <p><b><i>PM</i></b></p> </div>
Explain what students should know and be able to do and how they will be assessed.	Learning Target: <b>I can use the engineering process to innovate and solve problems.</b>	
<b>Modeling the Lesson's Concepts</b>	<b>Tech Time:</b> After warm up, students practice numeracy skills, close reading & responding with current event articles and Edmodo Constructed Response Posts.	
Demonstrate the knowledge and skills for the lesson's concepts.	TTW present this weeks STEM Task (Paper Chair Challenge), and orally model how to use the Engineering Process Contract for this particular task.	
<b>Guided Practice with Feedback</b>		
Provide students with opportunities to practice the concepts and skills with teacher guidance and corrective feedback.	Students will work in their Engineering Teams to create their planned idea of how they can create their paper column.. TTW ask guiding questions as students plan their structure.	
<b>Independent Practice</b>		

## Academics, Accountability, Achievement



Allow students to practice the concepts independently using the lesson's skills, language, and/or practices.	Students will have a follow up constructed response activity where they reflect on the engineering process and how it could help them improve their structure. Students will compare and contrast their first trial with their planned trial.	
<b>Review/Assessment of Standard and Learning Objectives</b>		
Perform an assessment of students' knowledge and skills.	<p>The follow up activity will be graded by the constructed response rubric.</p>  <p>Constructed Response Rubric.docx</p>	