|  |  |  |  |
| --- | --- | --- | --- |
| * **Standards; objectives / requisite skills / learner outcomes** **“**At the completion of this lesson, learners will be able to …” (Use observable / measurable terms + strong verbs.)   Standard(s):  Cognitive objective(s): At the completion of this lesson students will be able to use the index to find what page words are on within the text and the definition to certain words within the glossary.  Affective objective(s): During the lesson students will begin to learn how to use the index to find key words in the text and that the definitions are in the glossary for the main words.  Psychomotor objective(s): At the completion of the lesson the student will be able to find the key word and turn to the page or write the definition using the glossary or index. | | | |
| **B. Assessment plan:** How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.  At the end of the lesson the teacher will be able to give the students a short quiz to see if they are able to find the pages to certain words or definitions to other words by using the index or glossary.   * See the attached quiz | | | |
| **C. Multiple intelligences:** Select one primary (p) and one secondary (s)  **P** verbal linguistic musical/rhythmic visual/spatial  logical/mathematical interpersonal  **S** intrapersonal  bodily/kinesthetic naturalistic | | | |
| **D. Accommodations & differentiation for learners:** Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and assessment?  Jimmy is still learning English and will not comprehend how to use the index or glossary so he will do the assignment with his English teacher so that he understands what is going on. | | | |
| **E. Materials / equipment needed:**  Teacher: Science Textbook, quiz  Students: Science Textbook, quiz | | **F. Academic language demands**  Vocabulary: Glossary, Index  Function (verb): Where to find the glossary and index (Turn to the back of the book)  Literacy strategy (ELA only): | |
| **G. Academic language support:** How will the teacher model and the students engage with the language demands?  The teacher will show where the glossary and index are located in the book and what each section is used for. | | | |
| **I. Assumptions:** What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered?  The students will know that the bold words within the text are vocab words followed by the definition. | | | **J. Anticipated questions & misunderstandings:** What common misunderstandings or errors may occur? What pre-assessment is used?  Not knowing where the index and glossary are located.  Mixing the two up and not knowing the difference.  Ask if any of the students know where these might be located within the book. |
| **L. Technology:** What, if any, use of instructional tech. are involved during instruction, learning tasks, and/or assessment?  None | | | |
| **Pacing / Time Allotted**  **1 Minute**  5 Minutes  3 Minutes  1 Minute | *Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions, conclusion, and key questions.*  **M. Lesson planning of instructional activities & learning tasks:**  1. **Anticipatory Set**: (set induction / introduction / focusing event / activating prior knowledge)  If I ask you where in the book does it talk about organisms would anyone be able to answer that question very fast or would you have to flip through your book to find the answer?  **Statement of Objective** (scripted)**: Today we will be looking at how to use the index and glossary.**  *Transition: Does anyone know what the index or glossary are? Where these are located? (If students raise hand ask for answer) (If not continue)*  2. **Input:** Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement) *Include what teacher will do & what students will do. Script key questions.*   * First I will tell the students where they can find the index or glossary. * Next I will tell the students what the glossary is used for. * Third I will tell the students what the index is used for. * I will then ask if they have any questions.   3. **Guided Practice:**   * First we will be looking at where the glossary is located and what it is used for. * “Open up your book to page R35” * This is where the glossary can be found * The glossary contains the bold words within the text and then tells you what the definition is for the word. * These can be found in alphabetical order * Second we will be looking at where the index is located and what it is used for. * “Open up your book to page R49” * This is where the index can be found * The index contains key words from within the text and then lists every page that the word might be mentioned or talked about. In some cases it could be in more than one chapter. * These can be found in alphabetical order   *Transition: Now we will see if you are able to find a few of these words.*  4. **Evidence of Learning:** *How will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives / skills? Will students be involved in assessment / reflection upon their own learning?*  For the assessment students will work on a short worksheet to find certain words from in the index or glossary.  *Transition: For the words that need the definition you will look in the glossary and words that need page number you will look in the index.*  5. **Closure & Independent Practice:** (transfer of learning / assignment) *How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?*  When the assignment is finished the students will understand how to use the index or glossary to find words that are in the text.  **Closing Statement** (scripted): Now when you need to find a word within the text you will be able to use the index and glossary to help you out in a faster way. | | |
| **N. Evaluation & reflection of teaching / learning:** *Respond with thoughtful, professional insights that go beyond superficial considerations. For example, consider whether and how you know that students reached the learning targets, what strategies might have led to improved instruction, whether assessments provided useful data, and the extent to which the whole class, individuals, and subgroups achieved the objectives. How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?*  **1. As I reflect on the lesson, to what extent were students productively engaged?**  **2. To what extent did the students learn what I intended? Were instructional objectives met?**  **3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?**  **4. To what extent did I practice effective classroom management strategies? What issues do I** **need to address when I teach again?**  **5. To what extent did I provide closure to the lesson?**  **6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?** | | | |