**Lesson step Description of Activities and Setting Question script**

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| **1. Focus/hook and review**  Review quickly previous lesson and skills. Give meanings if needed. Talk in relative terms. Use as opportunity to engage/excite students (hook). | | *Bell ringer*:  *I will review yesterday’s lesson by*:  *I will engage them in today’s lesson by*: | | | Questions for this segment: |
| **2. Central Focus:** | | | | | |
| **3. LEQs:** *The question for today’s lesson related to my central focus is…* | | | | | |
| **4. Lesson focal understanding:** *The argument I will make today related to my central focus is…* | | | | | |
| **5. Content strategy – What do we “know” about this topic? Information as a given. *Present new information to students through lecture; multimedia presentation; discussion; reading segment; jigsaw; etc.***  **Essential standard content objective:** | | *The content I will deliver is:*  *I will deliver this content using:*  *I will help students organize content using:* | | | Questions for this segment: |
| Vocabulary demands: | Discourse demands: | | Functions: | Syntax: | |
| **6. Source analysis strategy – How have we come to know this about this topic? Teacher and students view perspectives on the topic. *Engage students in an analysis and/or evaluation of a source(s) (primary or secondary, print or media) that addresses some historical event or social studies phenomena* *related to the content taught above***  **Common core or essential standard objective:** | | *Gradual release protocol – ME*  First, *I* will: | | | Questions for this segment: |
| *Gradual release protocol – US*  Next, *we* will: | | |
| *Gradual release protocol – THEM*  Last, *they* will: | | |
| Vocabulary demands: | Discourse demands: | | Functions: | Syntax: | |
| **7. Writing/Synthesis – What do we do with this knowledge about the topic? Engage students in discourse and asking questions about the information. *Accomplished through either a narrative, explanatory, or argumentative writing assignment or related skill activity(ies); OR have them communicate the connections they see between the lesson content and the sources they have analyzed and interpreted; or have them do something new with this information (predict, state significance, create an alternate plan or idea, make a decision, etc.)***  **Common core or essential standard writing objective:** | | *Gradual release protocol – ME*  First, *I* will: | | | Questions for this segment: |
| *Gradual release protocol – US*  Next, *we* will: | | |
| *Gradual release protocol – THEM*  Last, *they* will: | | |
| Vocabulary demands: | Discourse demands: | | Functions: | Syntax: | |
| **8. Assessment(s) for lesson** **(Must ultimately answer “What did they learn?”):**  Informal (activities used for feedback):    Formal (activities used for grading/evaluating) : | | | | | |
| **9. Reflection**  Reflect on the vital aspects of this lesson by asking some or all of the questions in italics, assess their understanding of today’s LEQ and prepare for next lesson- get the students reflecting on and connecting to today’s lesson, check for understanding, and get them anticipating what is next. | | *In today’s lesson, what stood out to you as being most significant?*  *What, regardless of significance, was most interesting to you?*  *What was something that you already knew that was confirmed through this lesson?*  *What was something new that you learned in this lesson?*  Ask and have students answer the LEQ.  *In tomorrow’s lesson we will…* | | | |

Sources used in this lesson:

Other lesson materials/references: