

## The Elements of Effective Lessons

*Torrey Finn 10:30 am*

10/10/23

*High Expectations.....Differentiation.....Engagement*

<b>Clear Learning Objective(Target)</b>  <b>High Expectations...</b>	What does looking at the main character reveal to us
<b>Anticipatory Set/Engage the learner</b>  <b>Engagement</b>	Can we learn anything more about Anna? What is that vocab word? Imagination-let another student answer What is she doing? Student she is using imagination in her dreams.  I love when people raise their hands we are done with shout outs.
<b>Teaching and Modeling</b>  <b>Engagement (Collaboration)</b>	Choral response- Questions build on each other...
<b>Guided Practice</b>  <b>High Expectations/Engagement (Interactive Notebook)</b>	Scaffolding with writing-students repeat how to spell the word in choral.  Continues with questions-Do you have a process for asking questions or do you just
<b>Check for Understanding</b>  <b>Engagement (Collaboration)</b>	Questioning- not letting kids off the hook (equity sticks?)  What do we know about this book?  She made it on her own? Do you remember what this is about?  What does that make you when you write a book? She is learning how to write... Interactive read aloud.  Use of vocabulary that they have used in the book before-How many times have you read this book?  What does that reveal to us?

Followed by

<b>Adjustments to Instruction</b>	
<b>Independent Practice</b>	Conferred with students and continued scaffolding using sticky notes to support. Do you expect sight words and spell other words?
<b>Differentiation (Small Group/Conferring)</b>	
<b>Reflection</b>	

**Pre-Observation questions based on Achievement Team Model to support your planning.**

What is it you want our students to know and be able to do? *Standard addressed*

How will you know if each student has learned it? *Check for Understanding and artifact*

How will you respond when some students do not learn it? *Differentiation/Scaffolding*

How will you extend the learning for students who have demonstrated proficiency? *Extend learning*

Criterion 5: Hands on the head and come to carpet

Revisited no interruptions during the group

Criterion 2: Practicing and deepening-reviewed what we had learned

Think Pair Share

Scaffolding and sentence frame