

Anatomy of a Lesson

Assess and Activate Prior Knowledge - APK

Students know and understand the lesson objective

20% of your lesson time is spent here!

Doing what?

Anticipatory set	Relate to student experiences
Tell a personal story about yourself	Connect to prior learning
Discuss previous lessons	Snag with an emotional hook
Connect to recent or upcoming holiday	Connect to shared experience
Connect to something of peak interest	Share graphic organizer
Give an unknown visual, buzz about it	Share related pictures / photos
List-Group-Label (Inside Words pg.69)	Play connected movie clip or music clip
Word Wall / Quote story opener (using research or literature)	A to Z Chart
Possible Sentences (Inside Words pg.81)	Artifacts (concrete examples)
Find Someone Who...	Pass the Plate (kids share something they already know, or want to know)
Where Do You Stand?	Tea Party (rotate around room, each has a slip of paper, and can only say what is on their paper- K. Beers)
Interview Line (inside/outside circle), Line Dance (Inside/outside circle in line form)	Human Continuum (How is your understanding of summarization? Make a line across the room with one extreme being very comfortable, the other being very uncertain)
Four Corners	Give One, Get One
Anticipation Guide	Word Splash
Share "mystery object"	Explain the "what"
Explain the "why"	Students repeat objective/ put it into own words

Anatomy of a Lesson

Teacher Input - TIP

Students actively manipulate the content of the lesson

20% of your lesson time is spent here!

Doing what?

Think Aloud	Modeling
Questioning	Graphic Organizer walkthrough
Visuals	Explaining a process
Explicit instruction	Direct instruction
Demonstration	Scaffolding
Giving specific positive feedback	Providing examples/ non-examples
Differentiating instruction	Using powerpoint/ Smartboard/ technology/ media
Moving throughout the room	Moving from the concrete to the abstract as needed
Considering Bloom's	Leading a small group
Checking for understanding	Whole group instruction

Anatomy of a Lesson

Student Active Participation - SAP

Students actively manipulate the content of the lesson

45% of your lesson time is spent here!

Doing what?

Think-Pair-Share	Partner/ triad/ table group work
Whiteboards	Graphic organizers
Manipulatives	Highlighters, place markers, color overlays
Using signals	Retell/ summarize key points
Total Physical Response	Project work
Differentiated instruction	Self-paced work checklist
CPS clicker responses	Talking chips (students in small group, each student has 3 chips, discuss given question, turning in a chip each time they speak)
Group discussion	Sorting content
Analyzing data	Vocabulary work
Making Words	Compare Quads (one pair shares with another pair)
Cloze	Tableau (Students create frozen scene with body to represent information)
Carousel	Museum Walk/ Take a Tour
Mind Maps	Playing a Reinforcement Game
Jigsaw	Reading (Partner, Echo, Choral, Radio, 3 Ring Circus)
Center Activities	Sketch to Stretch (symbolic representations)
Tactile Manipulatives	Sticky notes and highlighters
Written/ verbal responses	R.A.F.T.S. (Role, Audience, Format, Topic Sentence)
Comprehension Strategies and Skills	Semantic Feature Analysis (Inside Words pg. 91)

Anatomy of a Lesson

Identify Student Success - ISS

Students experience a 75%-95% success rate

15% of your lesson time is spent here!

Doing what?

Whiteboard responses	Exit slips
Yes/ no sticks	Smartboard manipulation
Teacher observations	Summarize with a partner
Tests	Ticket out the door (can be verbal or written)
Quizzes	R.A.F.T.S. (Role, Audience, Format, Topic Sentence)
Formatives	L Plus in KWL (record on post it for class chart)
Homework	Daily Diary (What I Learned Today)
How Do You Know...?	Reflect and DISCUSS (partners or tables; give prompts)
Buddy Buzz	Response Rings (true/ false, yes/ no, agree/ disagree, A/B/C/D, etc. all on ring, student responds to teacher prompt by flipping to card)
Checking for understanding	Summarization Strategies (High Five: Give 5 Important Points or 3-2-1: 3 Things I Learned, 2 Things I'm Wondering About, 1 Question I Still Have)
Role Play	Draw Me a Picture (students sketch to represent the content and show understanding)
Pair/ Share	This is what I learned: _____ This is why it's important: _____
Student Signaling	Snowball (partners- one person writes question, other writes answer on separate pieces of paper. Then wad up, throw on count of three, pick up new snowball, and find your new match)
Inside/ Outside Circles	Impact Dots (new content on sentence strips, each student given 1-3 sticker dots, place dots on strip that was most "impactful")
4 Box Synectics	<i>NOTE: any ISS activity should have been previously taught in SAP</i>