

Example of a More-Focused Lesson: Grade 1 Mathematics

PHASE	ACTION
LEARNING CONTEXT	Students will find at least two ways someone could use 20 tickets to play games at a Family Fun Night. Different games will cost different amounts of tickets. They will need to be sure to play each game at least once and use all of the tickets. Students will model, draw, and write addition and subtraction equations to represent their answers.
LEARNING OUTCOME	Students will explain how to solve word problems within 20 involving situations of adding to by working with a partner, drawing their solutions, and explaining their thinking to the whole class.
LEARNING PROCESS	<p>Teacher will use the Gradual Release of Responsibility—</p> <ol style="list-style-type: none"> 1. Teacher will model how to draw solutions to help solve word problems within 20 involving situations of adding to. Students will watch. Students will then discuss with partners what the teacher did. Teacher will check for understanding. 2. Teacher will model again and the students will follow along doing exactly what the teacher does. Students will stop and discuss at each step of the process. Teacher will check for understanding. 3. Students will work in pairs drawing solutions to solve word problems. Students will share their thinking with each other. Teacher will check for understanding and affirm or redirect, as needed. 4. Partners will share their models and thinking with another pair. 5. Teacher clarifies class misconceptions, if needed. 6. Students solve problems independently.
LEARNING DEMONSTRATION	Students will work with a partner to draw their solutions and explain their thinking to the whole class.
LEARNING APPLICATION	Students will use their knowledge of solving addition problems using adding to in order to determine possible solutions to the Family Fun Night ticket problem.

Example of a More-Focused Lesson: Grade 4 English Language Arts

PHASE	ACTION
LEARNING CONTEXT	Write an informative/explanatory essay based on the theme of determination and how it was a guiding role in the lives of Harriet Tubman, Nelson Mandela, and Sojourner Truth. Using examples from at least two of the analyzed texts, explain how determination can be a central theme in someone’s life. Introduce your topic clearly and develop it with facts.
LEARNING OUTCOME	Students will explain what the text says explicitly and draw inferences in order to complete their note-taking organizer on the text <i>Harriet Ross Tubman</i> for sections 3-4.
LEARNING PROCESS	<p>Teacher will review the effective note taking strategies modeled in sections 1 and 2.</p> <p>The students will read, independently or with a partner, section 3 of <i>Harriet Ross Tubman</i>.</p> <p>Students will take effective notes, identifying both explicit details and inferences on examples of determination. Students will work in pairs to share their notes, confirm accuracy, and discuss if there is sufficient information in the notes to utilize in their essay. Students will strengthen their notes, as needed.</p> <p>Teacher will clarify the process, as needed, before students repeat the process for the next section.</p> <p>Students will continue with section 4.</p> <p>Students will share their notes and strengthen them, as needed.</p>
LEARNING DEMONSTRATION	Complete the note-taking organizer on the text <i>Harriet Ross Tubman</i> for sections 3-4.
LEARNING APPLICATION	You will use the notes gathered today in your informative/explanatory essay based on either Harriet Tubman, Nelson Mandela, or Sojourner Truth in which you explain how this person displayed determination throughout their lives. Throughout this unit you will be gathering information to explain how your person displayed determination. Having strong notes will help you write a stronger essay.

Example of a More-Focused Lesson: Grade 7 Science

PHASE	ACTION
LEARNING CONTEXT	In this unit students will develop a model to describe the cycling of water through earth’s systems driven by energy from the sun and the force of gravity. Student models can be either conceptual or physical. Along with the model, students will write an informative/explanatory text that explains the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle.
LEARNING OUTCOME	What: Analyze and cite textual evidence from the NASA video “Earth’s Water Cycle.” How Show: Complete your video note-taking organizer. Use notes to develop a model with descriptions to show global movements of water and the relationship to sunlight and gravity based on the information provided in the video.
LEARNING PROCESS	<p>Teacher will introduce the video note-taking organizer and model effective note taking on the first portion of the video.</p> <p>Students will discuss first portion of the video and share their notes, checking for accuracy.</p> <p>Students will watch the second portion of the video while taking notes. Students will work with a partner to review and strengthen their notes. Teacher will monitor note-taking process and offer feedback that is affirming or corrective.</p> <p>Teacher will clarify any misunderstandings from the video.</p> <p>Teacher will review the components of an effective model by sharing the 4-point rubric.</p> <p>Students will work in teams of four to develop an outline of their model and begin to draft descriptions utilizing the information from their video notes and notes from other texts previously read.</p>
LEARNING DEMONSTRATION	Complete your video note-taking organizer and develop a model with descriptions to show global movements of water and the relationship to sunlight and gravity based on the information provided in the video.
LEARNING APPLICATION	You will use your understanding and explanation of global movements of water in your conceptual model of the hydrosphere and accompanying informative/explanatory text. Throughout this unit you will be gathering information that will support your final model and accompanying text.

Example of a More-Focused Lesson: High School World History

PHASE	ACTION
LEARNING CONTEXT	Students are writing an argument demonstrating their knowledge of actions and policies of the four strongest presidents of the USSR during the Cold War—Stalin, Khrushchev, Brezhnev, and Gorbachev. They will gather evidence from a variety of sources. They will use appropriate academic language in their notes and in their writing.
LEARNING OUTCOME	Students will cite textual evidence to support analysis of primary and secondary sources in order to accurately complete the Cornell Notes for the article, “Gorbachev and the United States.”
LEARNING PROCESS	<p>Students will work in Reciprocal Teaching groups to question, clarify, summarize, and predict the information presented in the text.</p> <p>After each section is read, students will take notes, checking for accuracy and determining which information would be the best evidence for their argument essay.</p> <p>Students will continue reading the article in sections.</p> <p>The teacher will monitor the students’ understanding of the text, the Reciprocal Teaching process, their note taking, or their collaboration skills.</p> <p>The teacher will offer feedback, as needed.</p>
LEARNING DEMONSTRATION	Accurately fill in their note-taking template (Cornell Notes).
LEARNING APPLICATION	Use their notes as a means to include the most relevant facts and details in their argument regarding the presidents of the USSR. Revise sentences to accurately reflect their thinking in their essay.