

# Example of a More-Focused Lesson: Grade 1 Mathematics

PHASE	ACTION
<b>LEARNING CONTEXT</b> <i>Why learn?</i>	Students will be solving word problems with their families as they play games at Family Fun Night. Students will need to be able to model, draw, and write addition and subtraction equations to represent their answers.
<b>LEARNING OUTCOME</b> <i>What learn?</i>	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 the mathematical strategy.
<b>LEARNING PROCESS</b> <i>How learn?</i>	Teacher will use the Gradual Release of Responsibility— <ol style="list-style-type: none"> <li>1. Teacher models how to draw solutions to help solve word problems within 20 involving situations of adding to. Students watch. Students then discuss with partners what the teacher did. Teacher checks for understanding.</li> <li>2. Teacher models again and the students follow along doing exactly what the teacher does. Students stop and discuss at each step of the process. Teacher checks for understanding.</li> <li>3. Students work in pairs drawing solutions to solve word problems. Students share their thinking with each other. Teacher checks for understanding and affirms or redirects, as needed.</li> <li>4. Partners share their models and thinking with another pair.</li> <li>5. Teacher clarifies class misconceptions, if needed.</li> <li>6. Students solve problems independently.</li> <li>7. Students share with their partners the mathematical strategies they used to solve the problem.</li> </ol>
<b>LEARNING DEMONSTRATION</b> <i>How show?</i>	Students will solve word problems independently. Students will share with their partners the mathematical strategies they used to solve the problems.
<b>LEARNING APPLICATION</b> <i>How use?</i>	Students will use their knowledge of solving addition problems using adding to in order to determine possible solutions to the games at Family Fun Night.
<b>LEARNER'S ROLE</b>	Students will gradually take ownership of their learning as they work with their partners to practice solving word problems until they can solve the problems independently. Students will articulate throughout the lesson what they are learning and how they can show they've learned it.
<i>How will I share this information before, during, and after the lesson?</i>	Before the lesson, teacher will review the five phases and the learner's role. Then students will tell their partners what they are learning and how they will show they've learned it. During the lesson, teacher will periodically ask students to tell their partners what they are learning. After the lesson, teacher will ask students to review with their partners what they learned, why they learned it, and how they knew they learned it. Teacher will remind students how they will use it.

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

PHASE	ACTION
<b>LEARNING CONTEXT</b> <i>Why learn?</i>	We are writing informative/explanatory essays based on the theme of determination and how it was a guiding trait in the lives of Harriet Tubman, Nelson Mandela, and Sojourner Truth. Using examples from at least two of the analyzed texts, you will explain how determination can be a central theme in someone’s life. You will introduce your topic clearly and develop them with facts.
<b>LEARNING OUTCOME</b> <i>What learn?</i>	You will explain what the text says explicitly and draw inferences in order to complete your note-taking organizer on the text <i>Harriet Ross Tubman</i> for sections 3-4.
<b>LEARNING PROCESS</b> <i>How learn?</i>	<ul style="list-style-type: none"> <li>• Teacher reviews the effective note-taking strategies modeled in sections 1 and 2.</li> <li>• Students read, independently or with a partner, section 3 of <i>Harriet Ross Tubman</i>.</li> <li>• Students take effective notes, identifying both explicit details and inferences on examples of determination. Students then 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 strengthen their notes, as needed.</li> <li>• Teacher clarifies the process, as needed, before students repeat the process for the next section.</li> <li>• Students continue note-taking process with section 4. Students share their notes and strengthen them, as needed.</li> </ul>
<b>LEARNING DEMONSTRATION</b> <i>How show?</i>	You will complete your note-taking organizer on the text <i>Harriet Ross Tubman</i> for sections 3-4.
<b>LEARNING APPLICATION</b> <i>How use?</i>	You will use the notes gathered during this lesson in your informative/explanatory essay based on either Harriet Tubman, Nelson Mandela, or Sojourner Truth in which you explain how the person displayed determination throughout their lives. Throughout this unit you will be gathering information to explain how the person displayed determination. You will learn that having strong notes helps you write a stronger essay.
<b>LEARNER’S ROLE</b>	Listen to the teacher as you review note-taking strategies. Explain to a partner your understanding of effective note taking—and clarify any misunderstandings your partner has. Read and take notes. At end of lesson, make sure your partner has accurate information.
<i>How will I share this information before, during, and after the lesson?</i>	Before the lesson, teacher will review the five phases and the learner’s role. Then students will tell their partners what they are learning, how they will learn it, and how they will show they’ve learned it. During the lesson, teacher will periodically ask students to tell their partners what they are learning, where they are in the learning process, and what is next. After the lesson, teacher will ask students to review with their partners what they learned, why they learned it, how they knew they learned it, and how they will continue to use it. Students will share out what they discussed with the whole class. Teacher will remind them of how to save their note-taking organizers for drafting their essays.

# Example of a More-Focused Lesson: Grade 7 Science

PHASE	ACTION
<b>LEARNING CONTEXT</b> <i>Why learn?</i>	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 essay that explains the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle.
<b>LEARNING OUTCOME</b> <i>What learn?</i>	<b>What:</b> Analyze and cite textual evidence from the NASA video "Earth's Water Cycle." <b>How Show:</b> 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.
<b>LEARNING PROCESS</b> <i>How learn?</i>	<ul style="list-style-type: none"> <li>• Teacher introduces the video note-taking organizer and models effective note taking on the first portion of the video.</li> <li>• Students discuss first portion of the video and share their notes, checking for accuracy.</li> <li>• Students watch the second portion of the video while taking notes.</li> <li>• Students work with a partner to review and strengthen their notes. Teacher monitors note-taking process and offers feedback that is affirming or corrective and clarifies any misunderstandings from the video.</li> <li>• Teacher reviews the components of an effective model by sharing the 4-point rubric.</li> <li>• Students 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.</li> </ul>
<b>LEARNING DEMONSTRATION</b> <i>How show?</i>	Complete your video note-taking organizer and develop an outline of 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.
<b>LEARNING APPLICATION</b> <i>How use?</i>	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.
<b>LEARNER'S ROLE</b>	Listen to the teacher as you review note-taking strategies. Explain to your partner your understanding of effective note taking—and clarify any misunderstandings your partner has. Watch video and take notes. At end of each section, ensure partner has accurate information. Work with your team to develop an outline and begin to draft descriptions.
<i>How will I share this information before, during, and after the lesson?</i>	<b>Before:</b> Teacher will review the five phases and the learner's role. Then students will write in their "Learning Journals" the information the teacher shared and discuss how this lesson connects with previous lessons. <b>During:</b> Teacher will periodically ask students to remind their partners what they are learning and why, how they will learn it, how they will show they've learned it, and how they will use it. <b>After:</b> Teacher will ask students to review with their partners the five phases of the lesson. Students will then reflect on the lesson in their "Learning Journals."

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

PHASE	ACTION
<b>LEARNING CONTEXT</b> <i>Why learn?</i>	We are writing arguments demonstrating our knowledge of actions and policies of the four strongest presidents of the USSR during the Cold War—Stalin, Khrushchev, Brezhnev, and Gorbachev. You will gather evidence from a variety of sources. You will use appropriate academic language in your notes and in your writing.
<b>LEARNING OUTCOME</b> <i>What learn?</i>	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."
<b>LEARNING PROCESS</b> <i>How learn?</i>	<ul style="list-style-type: none"> <li>• Begin by working in Reciprocal Teaching groups to question, clarify, summarize, and predict the information presented in the text.</li> <li>• After each section is read, discuss and take notes, checking for accuracy and determining which information would be the best evidence for their argument essay.</li> <li>• Continue reading the article in sections.</li> <li>• Throughout the lesson, I will be monitoring the your understanding of the text, the Reciprocal Teaching process, your note taking, and your collaboration skills and offering feedback, as needed.</li> </ul>
<b>LEARNING DEMONSTRATION</b> <i>How show?</i>	Accurately complete in your note-taking template (Cornell Notes) for the article, "Gorbachev and the United States."
<b>LEARNING APPLICATION</b> <i>How use?</i>	You will use your notes as a means to include the most relevant facts and details in your argument regarding the presidents of the USSR. You will revise sentences to accurately reflect your thinking in your essay.
<b>LEARNER'S ROLE</b>	You will own your role within your Reciprocal Teaching talk group. You will clarify your role in your group and then will support each other as you make meaning of the text.
<i>How will I share this information before, during, and after the lesson?</i>	At the beginning of the lesson, I will give you the Session Plan which you will review with your partner. Then you will ask me questions that ensures you are clear about what you are learning and why, how you will learn it, how you will know you've learned it, and your role in the learning. During the lesson, you will periodically discuss with your talk group what you are learning, how well you are learning it, and what you need to do next to show you are learning. After the lesson, you will review the Session Plan with your partner and reflect on how well you learned and what you need next to write your essays. Then you will share out with the whole group.