

IS⁴ Lesson Reflection Form

Lesson Objective :					
<p style="text-align: center;">Lesson Objective</p> <p style="text-align: center;"><i>Describes what the students will be able to do by the end of the lesson</i></p> <p style="text-align: center;">WAKES THE BRAIN UP!</p> <p style="text-align: center;">IDENTIFIES THE NEW LEARNING THAT NEEDS TO MOVE INTO LONG TERM MEMORY</p>	Deconstructed from a content standard	Matches independent practice	Lesson objective is taught by the teacher <ul style="list-style-type: none"> ○ T reads ○ S read/interact ○ Non Volunteer ○ Other: 	Students demonstrate that they know what they are going to do during today's lesson	Students understand the academic language that will be used during the lesson <ul style="list-style-type: none"> ● Rehearsal ● Contextual Definition
<p style="text-align: center;">Activation of Prior Knowledge</p> <p style="text-align: center;"><i>Prior knowledge or universal experience that supports the lesson objective's success is activated by the teacher but is <u>not re-taught</u></i></p> <p style="text-align: center;">BRINGS LONG TERM LEARNING INTO WORKING MEMORY</p>	<ul style="list-style-type: none"> ● Definition ● Examples ● Think Aloud ● Mind Map 	Students demonstrate that their prior knowledge or universal experience was activated <ul style="list-style-type: none"> ● TAPPLE ● TAP(WB)PLE 	Echo Elaborate Explain	Teacher connects the prior knowledge or universal experience to the lesson objective	
Delivery of new information begins: Modeling (thinking aloud) Explaining Physical Demonstration/Gestures					
<p style="text-align: center;">Concept</p> <p style="text-align: center;"><i>The big idea in the Learning Objective. The concept is usually a noun in the LO</i></p> <p style="text-align: center;">SCHEMA EXPANDED TO INCLUDE LESSON CONCEPT</p>	<p style="text-align: center;">Lesson Relevance</p> <ul style="list-style-type: none"> ● Personal ● Academic ● Real Life 	<ul style="list-style-type: none"> ● Pictures ● Diagrams ● Charts ● Definition or rule ● Examples ● Non Example 	<ul style="list-style-type: none"> ● Cognitive strategies ● Memory device ● Think Aloud ● CRA (concrete-rep-abstract) ● Video ● Models 	Students should be able to re-state or demonstrate understanding of the concept <ul style="list-style-type: none"> ● TAPPLE ● TAP(WB)PLE ● Echo ● Elaborate ● Explain 	Supporting the use of Academic Language <ul style="list-style-type: none"> ● Complete Sentences ● Sentence Frames ● Sentence Stems (Written or Verbal) ● S fill in the blanks as T reads
<p style="text-align: center;">Skill Development/Guided Practice</p> <p style="text-align: center;"><i>Lesson Objective skill is taught with adequate student repetitions and effective student engagement strategies</i></p> <p style="text-align: center;">MOVE NEW SKILL INTO LONG TERM MEMORY</p>	<ul style="list-style-type: none"> ● Steps taught ● Think-Aloud ● How do I...? ● How did you...? ● Textbooks ● Graphic Organizers 	<ul style="list-style-type: none"> ● I do ● We do ● You do ● Rule of Two 	<ul style="list-style-type: none"> ● TAPPLE ● TAP(WB)PLE ● Echo ● Elaborate ● Explain 	Covered all skills that will be required during independent practice 80% or more of the students demonstrate understanding of the <u>skill taught</u>	
<p style="text-align: center;">Closure</p> <p style="text-align: center;"><i>Students demonstrate they are ready for independent practice</i></p> <p style="text-align: center;">SKILL CONNECTED TO CONCEPT IN ORDER TO SUPPORT RETRIEVAL FROM LONG TERM MEMORY</p>	Includes final <u>independent student</u> demonstration of: <ul style="list-style-type: none"> ● Skill taught ● Concept 		<ul style="list-style-type: none"> ● White Board ● Non-volunteer ● <u>No pair/share here</u> 	80% or more of the students demonstrate understanding of the <u>skill taught and the concept taught</u>	High Order Questions Rephrase Apply Justify

