Name: Date:

Grade Level/Course Name: Total Lesson Time:

**LESSON TITLE:**

**CENTRAL FOCUS (BIG IDEA):**

**STANDARDS**: Next Generation Science Standards (NGSS)

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| --- | --- |
| Scientific Disciplinary Core Ideas or Domain |  |
| Scientific or Engineering practices and/or Crosscutting Concepts |  |

**LEARNING TARGETS/OBJECTIVES:** Clearly state what you expect the students to know and be able to do as a result of this lesson.

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|  | Objective | Target |
| **Scientific core idea / Domain** |  | I can... |
| **Scientific or Engineering practices and/or cross-cutting concepts** |  | I can... |
| Academic Language skill or vocabulary used for the lesson |  | |
| Success Criteria-  (A list that summarizes the layered steps for student success to meet the Objective/Target.) |  | |

**SCIENCE ASSESSMENT PLAN:** Briefly describe **informal & formal assessments** used to gather evidence of learning, help students monitor their progress (self-assessment) and will inform your instruction. Include rubric or scoring guidelines if applicable.

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| Informal |  |
| Formal |  |
| Student Self Reflection/Assessment |  |

**LEARNING CONTEXT:**

• Learning Issues: What are the key student understandings and possible prior knowledge/preconceptions associated with this topic; student confusions or errors associated with the central focus; and specific learning strategies students might use? *Describe the feedback strategies to respond to those common preconceptions, errors and misunderstandings (e.g. what might students do and how will you respond?*

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• Relevance/Cultural Funds of Knowledge: How does the lesson connect the central focus to citizenship, responsibility, application, family/community/cultural assets and/or social/cultural relevance?

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Student Engagement: Describe how and when there will be opportunities for equitable **student engagement and participation** e.g. student scientific/intellectual contributions are valued and respected; strategies that promote student status and include various perspectives.

**ACADEMIC LANGUAGE DEMANDS:**

Name and describe how students are prompted to apply **language skills and academic vocabulary** supported in **discourse and syntax.** Include planned language scaffolds to support language growth. (Receptive language demands are Listening and Reading; Expressive language demands are Speaking and Writing) Note: if applicable, include examples of specific vocabulary/terms emphasized in the lesson.

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**DIFFERENTIATED INSTRUCTION**: *How will the lesson support access to and development of math understanding, participation, and academic language? Identify* ***key*** *differentiation strategies –* ***process, content, product, and environment*** *– for each identified group of students or individuals to assist them in meeting the learning targets.*

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| *Support for students with IEPs, 504 Plans* |  |
| *English language learners/multilingual learners* |  |
| *Students needing relevant extended inquiry* |  |

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| **INSTRUCTIONAL MATERIALS/TECHNOLOGY/MEDIA that will support students meeting learning targets: Attach handouts/activity sheets; list special materials or technology resources associated with the lesson. Describe any relevant systems or routines for managing classroom materials, manipulatives, technology and other resources in the lesson activity.** |

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| **SAFETY CONSIDERATIONS:** |
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SCIENCE LESSON FLOW

**I. OPENING: Describe appropriate and proportionate plans within the estimated time available for instruction. Describe pacing intervals, teacher questions, student actions, and participation structures used, e.g. Whole class (WC), Pair (P), small groups (SG), individual work (I).**

Time: Academic Language Use: Reading, Writing, Speaking, Listening

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| **OPENING / ENTRY:** *Describe your entry task or transition into instruction. This might include review or assessment of a pre-skill, homework discussion, “do now” activities.* | |
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| **LAUNCH** *Describe how you will hook students into this specific lesson? How will you link to* ***prior learning, personal, cultural, or community assets? How will you elicit and promote student thinking and curiosity (e.g. focus questions)?***The launch might also include rationale for learning this topic, interesting problem, connection to background knowledge.  Launch: | **Teacher Focus Questions:** Identify preplanned guiding questions to ask students during the activity.  Teacher Focus Question(s): |
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| **Learning Targets/Success Criteria:** *How will the teacher monitor students progress toward achieving the learning target of the lesson?*  *In what ways will students express their level of their understanding using the items listed in the success criteria? How will students express their understanding of the importance of the planned learning?* | |
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**II**. **LESSON BODY/EXPLORE:** Describe the core activities of your lesson that facilitate scientific exploration, inquiry, and discourse about the main concept/practice. Include specific tasks (e.g. practices of science, engineering tasks) given to students**.** **Include specific focus questions to elicit/extend and promote student thinking.**

Time: Academic Language Use: Reading, Writing, Speaking, Listening

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| **CORE SCIENCE LEARNING TASK(S)** | **TEACHER FOCUS QUESTION(S)** |
| **Teacher Demonstration or Modeling Segment:** Clearly describe how and when the teacher will be **modeling, explaining, or practicing with students** the key Scientific and Engineering practices. | **Teacher Focus Questions:** Identify preplanned guiding questions to ask students during the activity. |
| Clearly describe steps for teaching the lesson body in a **logical sequence.** Include a description of what the students will say and do. | Teacher Focus Questions: |

**RELEVANT** **EXTENSIONS:** What are extended inquiry opportunities or inquiry support opportunities (e.g. adjust cognitive demand; require additional strategy/skill, generalizations; work on a sub-problem of the task; try a smaller case).

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| **Extended Inquiry Opportunities** | **Inquiry Support Opportunities** |
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III. **SUMMARIZE/CLOSURE:** How will you debrief the lesson with students, specifically pulling out important scientific ideas of the lesson? **Include specific focus questions to elicit/extend student thinking related to the learning target.**

Time: Academic Language Use: Reading, Writing, Speaking, Listening

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| **DEBRIEF ACTIVITY:** Describe how the teacher will **close the lesson**; closing can include revisiting the target statement (I can), an assessment or exit task, additional focus questions answered by students, student reflections on their own learning progress for the day. | **TEACHER FOCUS QUESTION(S):** | |
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| **ASSESSMENT/EXIT TASK: Identify formal/informal assessment questions that will** *inform your next instructional steps. Include a copy of the exit task or assessment, follow up problem, or reflection question. Also include any rubric or evaluation criteria, if applied.* | | |
| **STUDENT VOICE: *During closing,*** *how will students* ***(A)*** *identify the learning target,* ***(B) self-assess*** *and* ***communicate (verbally or in writing) their own progress towards the science learning targets,***  *and* ***(C)******identify*** *how to access resources.* | |
| **Homework (if applicable)** | |