

“E” LESSON PLAN GUIDE & TEMPLATE

TASK: Using this guideline and template create a student centered, standard-based lesson plan for an assigned grade level/content area. (*Intern 1 candidates are to use the grade level and content of their field placement*)

LESSON TITLE (include grade level)

This can be thought of as an engagement or inspiration for the lesson. Be creative.

STANDARDS

The lesson will address and deepen the knowledge and skills stated in of each of the following standards:

- ✓ **NCSS Theme(s):**
- ✓ **Social Studies Content TEKS**
- ✓ **Social Studies Skill TEKS**

ESSENTIAL QUESTION

Compose a thought-provoking, critical question that students explore within the lesson.

DIFFERENTIATION

Provide distinctive activities/strategies to address varied groups' of learners:

- ✓ **English Language Learners:**
 - English Language Proficiency Standard: List one ELPS for the Language demand of the lesson
 - ELPS Strategy: Explain specific strategy(ies) used to support English Language Learners

DELIVERY

This portion of the lesson plan includes the developmental sequence. Be sure this section includes each of the following, in this order:

- ✓ **Materials:** List ALL materials needed for this lesson. For websites, YouTube and other electronic resources, provide link with a brief synopsis.
- ✓ **Sample** of all documents created and used in the lesson. The documents should be located at the back of the lesson, as appendices. This includes student activity and/or assignment instructions, and power points, etc.
- **Facilitation Questions:** Ask questions that address varied levels of Bloom's taxonomy, within at least 3 of the E's. Identify the level of Bloom's in parentheses besides each question. **Questions need to be placed after the E in which they are to be asked.**
- **Engagement**

This portion of the lesson offers something motivational to “grab” the learners’ interest about the concept being addressed in the TEKS.

? As you design this E, **ask yourself:** Does this E pique the learners’ interest and invite them to explore the concept further?
- **Explore**

This portion of the lesson offers opportunities for the learner to be actively involved in the exploration of the TEKS concept. Content-rich materials that encourage critical thinking and hands- on experiences are provided for learners’ exploration.

? As you design this E, **ask yourself:**

 - What content-rich resources are provided to the student to facilitate their understanding of the TEKS?
 - Are students directing their own exploration?

- How will the learner catalogue the content learned in this E?

- **Explain**

This portion of the lesson offers structured time for learners to openly discuss and question what they discovered during the exploration section. The teacher facilitates the discussion, **adds clarification as needed, and introduces new vocabulary/concepts. A list of 5-10 Content talking points must be included in this section.**

? As you design this E, **ask yourself:**

- Does this E provide students an adequate opportunity to make sense of their observations and share/explain their understanding of the concept being addressed in the TEKS?
- Is the discussion balanced between teacher talk and student talk?
- What content, concepts, and skills do I, as the teacher, want to emphasize in order to deepen understanding of the TEKS?

- **Elaborate:**

In this portion of the lesson the learner demonstrates the ability to apply the concepts/skills of the lesson in a new context.

? As you design this E, **ask yourself:**

- Does this E s require the learner to apply their understanding of the TEKS concept in a different way?
- Can they transfer the objective taught in their own life and/or other contexts beyond the classroom to modern day or current events?

- **Evaluate**

This portion of the lesson allows learners the opportunity to provide evidence that they have learned the objectives of the lesson. This is a summative assessment that illustrates the learners' understanding of the TEKS.

? As you design this E, **ask yourself:**

- Does the evaluation offer a critical examination of the TEKS guiding the lesson?
- Is the evaluation matched to the learning activities of the lesson?
- Does the evaluation provide varied ways for learners to demonstrate understanding of the TEKS?

- **Ending**

This portion of the lesson provides closure to the lesson.

? As you design this E, **ask yourself:**

- How can you encourage further inquiry regarding the lesson topic?

Name:
Number:

LESSON TITLE
GRADE LEVEL

- ✓ Social Studies Content TEKS:
- ✓ Social Studies Skill TEKS:
- ✓ NCSS theme with connection to the TEKS:
- ✓ Evaluate:

The learners will _____
_____ by _____

- ✓ Essential Question:
- ✓ ELPS

Language Demand of Lesson	Content Objective	ELPS Objective	Strategy Description
	See TEKS above		

- ✓ Materials and supporting documents:
- ✓ Engagement
 - 3 Facilitation Questions labeled with Blooms
- ✓ Explore
 - 3 Facilitation Questions labeled with Blooms
- ✓ Explain (Student)
Explain (Teacher)
 - 5-10 Bulleted Content Notes that deepen understanding of TEKS.
 - 3 Facilitation Questions labeled with Blooms
- ✓ Elaborate:
 - 3 Facilitation Questions labeled with Blooms
- ✓ Evaluate:
- ✓ Ending: