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Lesson Plan Frame

IPM, Indirect instruction 5 E lesson plan

Overview

(What? How? Why so?)

Goals (and Standards)

- include 2 goals for the indirect instruction:
  a. academic
  b. information processing
- are written the same way the goals and standards are written for direct instruction lesson plans (include the verbs aligned with the statements of the standards).
- include at least one goal for what students will know by the end of the lesson.
- include at least one goal for what students will know how to do by the end of the lesson.
- One of the goals is aligned with the standards that promote reasoning, inquiry, problem solving, and high level thinking skills.

Performance Objectives

- Include the behaviors expressed by the verbs from higher level of Bloom's taxonomy (E.g., reason, compare, contrast, classify, analyze, etc.)
- include at least one objective for what students will know by the end of the lesson (content).
- include at least one objective for the process the students will know how to use by the end of the lesson (IPM).

Materials

- must include ***all*** materials to be used with attention to culturally diverse examples, illustrations, and/or readings.
- tools, handouts that will encourage, help students follow the steps of inquiry process
- **Use of technology:**
  - URL of the Internet resources for completing the research,
  - URL of the Webquest, etc.

Engage/ Exploratory Introduction

must include:

- quick review of and assessment of prior knowledge
- a puzzling event, a problem to solve
- a way of bridging to the new topic and to the new process
- a way to focus students (e.g., "Today we are going to…")

Development
Explore & Explain

must include the name of Information Processing model/Indirect Strategy/:

- use of one of the following methods
  - Inquiry method
  - Scientific method
  - Socratic method
  - Treasure Hunt
  - Webquest/Webbit, WIP (Web Inquiry Project)
  - Problem solving method, Case Study or
  - Synectics,
  - Concept formation or attainment methods, etc.

Tools/Techniques:

- Venn diagram or triple Venn
- compare/contrast matrix
- list-group-label
- concept/semantic mapping
- metaphors/analogies

for a **concept attainment lesson,** must include:

- a brief explanation of the strategy, method, technique
- how you will model the strategy, including the exact topics, subtopics, and/or items you will use within the frame
- the major conclusions and/or generalizations you will stress during your modeling and thinking aloud.

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for a **guided inquiry** lesson, must include:

- a brief explanation of the inquiry method of the Indirect strategy
- the exact problem, question, or puzzle you will use to model
- how you will model each part of the following process
  - identify and clarify a problem
  - form a hypothesis
  - collect data
  - analyze and interpret the data to test hypothesis
  - draw conclusions
- a list of big questions and guiding questions you will use while modeling
- the major conclusions and/or relationships you will stress during your modeling and thinking aloud

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Monitoring Inquiry
Expand

- continues to be the part of the lesson during which learning really happens.
- must include
  - the ways the exact task will be presented in order to engage students in active learning (concept attainment) or the exact problem, question, or puzzle (guided inquiry) you will encourage the students to formulate the question and hypothesis
  - the directions and time frame you'll give the students to do each part of the task
  - at least three big idea/essential/guiding questions you would use while coaching/mentoring students at each step of the process
  - the major conclusions and/or relationships you want the students to derive during the activity

Closure

- Provide the ways of how students will present the results of their solutions to the puzzle or a problem = recap the major conclusions regarding the content the students learned
- Encourage students to elicit/ recap the process and steps they used to come to the conclusions (to demonstrate meta-cognitive skills: thinking about thinking/learning about learning)
- elicits from students when else they can use the inquiry process

Independent Practice Elaborate

- is homework or independent seatwork in which the students must apply in a new context what they learned in the lesson.
- Encourage students' meta-cognitive skills – reflection, feedback, creation of a new product, etc.

Accommodations

- are written the same way as in direct instruction lesson plans, namely, plans for ways of assisting students to participate fully if they have the following types of needs:
  - reading problems
  - writing problems
  - behavior problems
  - high achievement/EML
  - English language learning (ELL)
- **must include technology**

Evaluation
Evaluate

- is aligned with the lesson's goal and objectives
- is
  - diagnostic
  - formative
  - summative.

Provide the tools in the attachments **Rubrics** that will:

- include a description of how you will evaluate the **content** the students learned, and
- include a description of how you will evaluate **the inquiry process** the students mastered.

Reflection:

- Formulate self-oriented questions on all the **5 E** parts of the **inquiry** lesson plan testing the effectiveness of the selected or designed learning materials and activities for this lesson.
- Focus your questions on the aspects of the lesson that **YOU** designed, and hope will work well.
- Focus on the areas you've noticed your own growth and areas you want to target for improvement.