

# Lesson Plan Frame

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## Social Interactive Model Indirect/Social Strategy (Cooperative Learning methods) OVERVIEW What? How? And Why so?

### Goals (and Standards)

- are written the same way the goals and standards are written for direct instruction lesson plans.
- **academic, content goal**. include one goal for what students will know by the end of the lesson (
- include at least one goal for the social process the students will know how to use by the end of the lesson (**social interaction goal**).
- Align with content and process standards
- National, **Common Core** and NYS Standards:  
E.g.  
**ELA standard # 4**  
Language for Social Interaction  
**Math**  
Content Strand and Communication Process Strand.

### Performance Objectives

- are written the same way the **objectives** are written for direct instruction lesson plans.
- include at least one objective for what students will know by the end of the lesson.
- include at least one objective for the social **skills, processes** the students will know how to use by the end of the lesson.

### Materials

- must include **all** materials to be used with attention to culturally diverse examples, illustrations, and/or readings.
- (Also see GP.) **Individual and Group processing forms.**

### Main Idea

#### Introduction

must include

- a way to focus students (e.g., "Today we are going to...")
- review of and assessment of prior knowledge, if needed (NOT of the current goal)
- **Pre-assess students knowledge of social interaction and social skills**
- a way of bridging to the new topic and to the new social process.

### Development

#### Indicate that **SI Model**, and the **Indirect/Interactive strategy** will be used in the lesson

for a lesson using **cooperative learning methods**, include:

- an explanation of how you will group the students into study teams (For STAD or TGT, be specific about the basis for rank ordering students and about the variables by which you will balance the groups. Be specific about how you will assign teams and pairs within the teams **and the roles, responsibilities and time on task**)
- all of the following components **exactly** as you'd plan them for a **direct instruction lesson**
  - visual aid
  - explanation
  - comparison with a known
  - modeling, if needed (**which should precede the SIM lesson**)

for a **Jigsaw II** lesson, include:

- an explanation of how you will group the students into study teams (Be specific about the basis for rank ordering students and about the variables by which you will balance the groups.)
- an explanation of how you will assign students to expert groups
- copies of the passage(s) and lists of specific questions you will assign to each expert group (with the answers you expect of them)
- a description of how you will explain to the students the nature and purpose of both the study teams and the expert groups
- the directions and time frame you'll give to the expert groups



### Closure

### Accommodations

- continues to be the part of the lesson during which learning really happens.
- for whichever cooperative learning **method** you're using, describe how you will give to the students an overview of the **model method** and of the nature and purpose of their study teams.
- include descriptions of how you will
  - **pair students within each team here students should be working in groups and the teacher will monitor their work and intervene where necessary. Explain what materials will be provided to keep students on task and how they will be reflecting on the individual and group's contributions to the group projects.**
  - explain to the students
    - the thirty minute schedule
    - how to accumulate points for their team
    - what to do if the tutor doesn't know the right answer
    - how and for what types of peer/group behavior you would decide to assign "bonus points"
  - calculate team scores
  - reward the winning team
  - reassign teams and pairs
- for **STAD or Jigsaw II**, include descriptions of how you will
  - assign base scores
  - give the directions, materials, and time frame for the teams to study together
  - explain to the students
    - what improvement points are
      - how to calculate their improvement points (give examples for three children, showing a range of possible outcomes)
    - what students should and should not report to others on their study teams
    - how to calculate the team score
  - reward the winning team(s)
  - re-assign base scores (and how often)
- for **TGT**, include descriptions of how you will
  - give the directions and time frame for the teams to study together
  - assign tournament tables
  - explain to the students
    - run the tournaments (including materials, directions, and time frame)
    - how to determine how many points (give examples for three children, showing a range of possible outcomes)
    - how to calculate the team scores
  - teach the study teams to calculate their team scores
  - reward the winning team(s)
  - use "bumping" (and how often)

- 2 goals= 2 learning outcomes
- **recaps the major conclusions regarding the content the students learned. Groups present the results of the group's projects**
- **recaps the social process the students used. Students are given time for individual and group processing reflections and discussions/evaluations.**
- enables students to monitor for themselves how well they worked together as a team.

- 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
    - must include technology
  - English language learning (ELL)

### Independent Practice

### Evaluation

- is homework or independent seatwork in which the students must apply in a new context what they learned in the lesson **including using social skills in new situations.**
- the directions and time frame you'll give the students to do each part of the task

- is aligned with the lesson's goals and objectives **and includes**
  - diagnostic
  - formative
  - summative.
- includes a description of how you will evaluate the content the students learned, and
- includes a description of how you will evaluate the **social skills development** process the students learned **include rubrics on individual/group contributions, checklists group processing forms, rubrics for assigned projects, etc..**

**Reflection:**

- Formulate self-oriented questions on all the parts of the **cooperative learning** 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.