

Swun Procedural Lesson Plan Grade 2-6

Problem of the Day

Choose 1 item from the last chapter/unit test that majority of students answered incorrectly; may also choose an item that contains necessary prerequisite skills.

1. **Teacher Model** first item using the think aloud strategy.
2. **Student solves** created parallel problem independently in journals.
3. **Share out.**

Lesson Opener

Teacher introduces and students write/note in their journals:

1. **Standard/Objective:** _____
2. **Vocabulary**
3. **Steps**

Input/Modeling

Teacher models *with red pen* and uses active engagement strategies. Students are engaged, watching, and listening.

- Discuss SMP(s) _____
- Teacher models while calling out vocabulary and steps
- Think/Sentence Frames: _____

Structured Guided Practice/Final Check For Understanding

Structured Guided Practice

Teacher and students work out problems together. Students share with A/B partner before teacher elicits student responses.

- **A/B partners:** Teachers supply specific tasks for partner A and partner B (providing each an opportunity to respond).
- **Students take turns** identifying the step of a process and explaining the how/why.
- **Teacher elicits student response.** Teacher leads class in recording the solution – “As I write, you write” (*using a green pen*) either in their journals.

Final Check For Understanding

On whiteboards, students work out a problem at a time (several problems) so teachers can check for understanding and correct any misconceptions. This is a critical point in the lesson where the teacher uses incoming data to adjust instruction.

- Note: if not using whiteboards, teacher will elicit individual responses from students (either by roving and looking at journals or another way to receive student feedback).

Student Practice

Teacher uses this time to pull a small group for students who did not demonstrate understanding during Final Check For Understanding. Students work on problems independently, but may ask partners/table for help.

Reaching Consensus/ Student Presentations

Reaching Consensus

Collaborative groups meet to discuss the Student Practice Problems; Group leader reads off answers while the rest of the group agrees or disagrees. Student groups use error analysis, academic language, and SMP strategies to come to consensus. Teacher roves from team to team noting students who may have solved a different way, showed their work, and/or can articulate the steps well. Choose *some* of these students during student presentations.

Student Presentations

Teacher strategically chooses students to share out and present problems. Student explains process, step-by-step to class, with teacher scaffolding as needed. The rest of class is actively participating by looking at their items and giving a silent signal (agree/disagree).

Closure

Students return to the essential question or SMP application to reflect on the days' learning. Consider a scaffold such as a sentence frame. Students write in journal or share out. _____