

Swun Conceptual Lesson Plan Grade 3-6

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).

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. _____