

**Teacher:**

**Date:**

**Subject / grade level:**

**Materials:**

**Standards:**

**ENGAGEMENT**

- Describe how the teacher will capture students' interest.
- List higher order thinking questions you will pose to students.
- What kind of questions should the students ask themselves after the engagement?

**EXPLORATION**

- Describe what hands-on/minds-on activities students will be doing.
- List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration.
- What questions will you utilize to probe students' understanding of the concept(s)

Transition Statement: Continued

**EXPLANATION**

- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations.

**ELABORATION**

- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students' observations?
- List higher order thinking questions you will pose to students.
- How is this knowledge applied in our daily lives?

**EVALUATION**

- How will students demonstrate that they have achieved the lesson objective?
- What questions will you pose to students to elicit their feedback/understanding of the concept(s)?
- This should be embedded throughout the lesson as well as at the end of the lesson.