**Lesson Plan Guide (LPG)**

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**Grade/Subject:** 7th Grade ELA

**9. Body of Lesson / Teaching Strategies and Learning Tasks**

**Objective:** Learners will reflect on elements required for planning engaging instruction and draft multiple options for their classroom setting. Learners will evaluate the best methods to deliver instruction, to facilitate mastery of their selected objective and write them on their Lesson Plan Guide (LPG) form.

**Introduction:**  
Begin with an overview of the lesson objectives and the importance of planning engaging instruction. Show a short video on the "I Do, We Do, You Do" model to set the stage for the lesson. (Video Link: I, We, You Scaffold Model).

**Teaching Strategies and Learning Tasks:**

1. **I Do:**
   * **Teacher Demonstration:** Introduce the concept of engaging instruction by explaining the Gradual Release of Responsibility (GRR) model. Show an example lesson plan and walk through each section, highlighting key elements that make it engaging and effective.
   * **Think Aloud:** Demonstrate how to select and incorporate instructional strategies that align with learning objectives. Use a sample text to illustrate the process.
2. **We Do:**
   * **Guided Practice:** Collaborate with students to analyze a different example lesson plan. Identify and discuss the instructional strategies used, their effectiveness, and how they align with the lesson objectives.
   * **Interactive Discussion:** Encourage students to share their thoughts and ideas on how they would modify or enhance the lesson plan to better engage students.
3. **You Do:**
   * **Independent Practice:** Students will draft their own lesson plans using the provided LPG form. They should incorporate at least two of Tomlinson's differentiation strategies, an element of technology, a Marzano strategy, and three higher-order thinking questions.
   * **Peer Review:** Students will pair up and review each other's lesson plans, providing constructive feedback based on the criteria discussed.

**Academic Language:**

* **Vocabulary:** Instructional strategies, differentiation, engagement, higher-order thinking, technology integration.
* **Discourse:** Students will discuss and critique lesson plans, using academic language to articulate their ideas and feedback.

**Potential Misconceptions:**

* Students might confuse differentiation with simply providing different levels of difficulty. Clarify that differentiation involves tailoring instruction to meet diverse learning needs and styles.
* Misunderstanding the purpose of the "I Do, We Do, You Do" model. Emphasize that it’s about gradually transferring responsibility from the teacher to the student.

**Grouping and Partnering Strategies:**

* **Hattie's Research:** Use heterogeneous grouping for peer review to ensure diverse perspectives and collaborative learning.

**Higher-Order Thinking Questions:**

1. How can the use of technology enhance student engagement and learning outcomes in your lesson?
2. In what ways can differentiation strategies be applied to support both gifted learners and second language learners?
3. How can the Gradual Release of Responsibility model be used to promote student autonomy and confidence in learning?

**Technology Integration:**

* Utilize online resources and tools for lesson planning, such as interactive whiteboards and educational websites for finding engaging activities.

**Differentiation Strategies:**

1. **Content Differentiation:** Provide various materials at different reading levels to accommodate diverse learners.
2. **Process Differentiation:** Offer choices in how students can engage with the lesson, such as through hands-on activities, visual aids, or auditory resources.

**10. Resources and Materials**

**Materials Needed:**

* Whiteboard and markers
* Computers/tablets for online research
* Sample lesson plans
* LPG forms
* Graphic organizers
* Projector
* Interactive notebooks
* Pencils and paper

**Technology Preparedness:**

* Ensure all devices are charged and internet access is available for online research.
* Familiarize yourself with the educational websites and tools to be used during the lesson.