Kailah Brewer 6/16/10

Lesson Plan Template

# Breakthrough Denver

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| **Getting Yourself Ready** | | | | |
| **Materials**:  White Boards  Erasers  Dry-Erase Markers  Timer | | **Your Preparation**:  Review Jeopardy PowerPoint | | **Agenda (w/times)**:  Do Now (5mins)  Review Jeopardy(25mins) |
| **Getting Your Students Ready** | | | | |
| \***Do Now**: Students will sit down in their Jeopardy groups and have one person get a white board and eraser for the entire group and be ready to play Review Jeopardy | | | | |
| **Objective**: Today you will be able to review everything that we have learned in the last few weeks | | | **Proving behavior**: Answering 80% of the game questions right | |
| **Purpose**: Reviewing what you learned is an important part of learning. It helps what you learned enter your long term memory. | | | | |
| **Teaching** | | | | |
| Step 1: Get in your Jeopardy groups | Say: Get in your jeopardy groups from last Friday, one person from the group quietly get a board, a marker and an eraser and sit back down ready to play  See: The instructions as well as the objective and purpose of the day displayed on the projector.  \*Do: Follow the verbal/visual instructions | | | |
| Step 2: Play Jeopardy | Say: Remember the rules for the game  See: The Game Rules VIP on the PowerPoint  \*Do: Start playing the game following all of the rules | | | |
| Step 3: | Say:  See:  \*Do: | | | |
| Step 4: | Say:  See:  \*Do: | | | |
| Step 5: | Say:  See:  \*Do: | | | |
| Step 6: | Say:  See:  \*Do: | | | |
| **Practice** | | | | |
| \***Structured Practice** (3-4 additional examples led by teacher with gradually quickening pace, helping students approach automaticity by manipulating time, materials, and group size) | | | | |
| Time:  Materials:  Group Size: | Example 1 | | | |
| Time:  Materials:  Group Size: | Example 2 | | | |
| Time:  Materials:  Group Size: | Example 3 | | | |
| Time:  Materials:  Group Size: | Example 4 | | | |
| \***Guided Practice** (the proving behavior of the objective monitored by the teacher) | | | | |
| Assignment: (from proving behavior) | | | Criteria for Mastery: | |
| Independent Practice (Homework) | | | | |
| Explain Homework: | | | | |
| **Closure** | | | | |
| Explain Closure: | | | | |

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| **VIP** | | |
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