Lesson Plan Template

# Breakthrough Denver

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| **Getting Yourself Ready** | | | | |
| **Materials**:  Big Bag of M&M’s  Blank white paper for them to do their homework on | | **Your Preparation**:  Candy and plain white note card for each student | | **Agenda (w/times)**:  Do Now(30 sec)  Science Class Procedures(10mins)  Candy Confessions (14mins)  Homework(5mins) |
| **Getting Your Students Ready** | | | | |
| \***Do Now**:  Students should come into the classroom quietly and sit in their seats. This message will be written on the board along with the objective and purpose of today’s class | | | | |
| **Objective**:  Get to know each other, let students get to know me. Know science class expectations and procedures | | | **Proving behavior**: Have another student repeat one thing that another student or the teacher said when sharing | |
| **Purpose**: Students probable know each other somewhat but since I’m a new teacher it’ll be a good chance to know more about the students. Good opportunity for them to get to know me. | | | | |
| **Teaching** | | | | |
| Procedures Step 1: Show VIP for Class Procedures | Say: These are the procedures when you’re in science class. Related to labs, Science Word Wall, Entering the classroom, Exiting the classroom  See: See the visual representations of what  \*Do: | | | |
| Step 2: Have students answer questions about themselves based on the “color code” | Say: Each M&M color represents something different that you have to share with the class. Give an example for one of the colors that I have  See: Reveal the prewritten color code so students can see what each color means  \*Do: Have students answer the questions based on the color code. Have them write down the answers on their note cards | | | |
| Step 3: | Say:  See:  \*Do: | | | |
| Game Step 1: Have students each get four M&M’s | Say: Today we’re going to play a game. It’s called the “Candy Confessions” game. So, to start off with I’d like you guys to each take 4 M&M’s. Don’t worry about the colors yet and we have a minute for everyone to have their M&M’s or we don’t play the game. Don’t eat the M&M’s yet  See: Watch me pick four M&M’s  \*Do: Go around the room and have students pick four M&M’s | | | |
| Game Step 2: Have students answer questions about themselves based on the “color code” | Say: Each M&M color represents something different that you have to share with the class. Give an example for one of the colors that I have  See: Reveal the prewritten color code so students can see what each color means  \*Do: Have students answer the questions based on the color code. Have them write down the answers on their note cards | | | |
| 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:  Do you like science? Why or why not? Have at least 5 sentences. Also draw a picture of what you think a scientist looks like. It doesn’t have to be elaborate but think of everything that reminds you of a scientist. Be prepared to share your answers/drawings with the class tomorrow. | | | | |
| **Closure** | | | | |
| Explain Closure: | | | | |

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| **VIP** | | |
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