

## DISCOVERY ELEMENTARY LESSON PLAN



Teacher(s):	
School/District:	
Subject Area(s) Addressed:	
Grade Level(s)/Course:	
Date Submitted:	
Lesson/Unit Duration:	

Lesson	
Objective	
Materials	
Marzano (Effective Teaching Strategies) And Engaging Activities (Brain- Compatible)	
Bloom's Taxonomy Level	
Introduction	•
Guided Practice	•
Independent Practice	•
Homework	•
Student Assessment	•
Students not Mastering Objective & Students Needing Extensions	•
RTI – Interventions and Extensions	•

## Discovery Elementary “Walk-Through” Classroom Observation Feedback

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

### High Yield Strategies

<b>ACADEMIC</b>	Identifying Similarities/Differences	
	Summarizing and Note Taking	
	Nonlinguistic Representation	
	Generating & Testing Hypothesis	
	Advance questions, cues, organizers	
	<b>CELL/EXLL Strategies (integrated)</b>	
<b>EGOTISTICAL</b>	Personal Response	
	Clear/Modeled Expectations	
	Emotional/Intellectual Safety	
	Learning with Others	
	Sense of Audience	
	Choice	
	Novelty & Variety	
<b>INTELLECTUAL</b>	Application	
	Analysis	
	Synthesis	
	Evaluation	

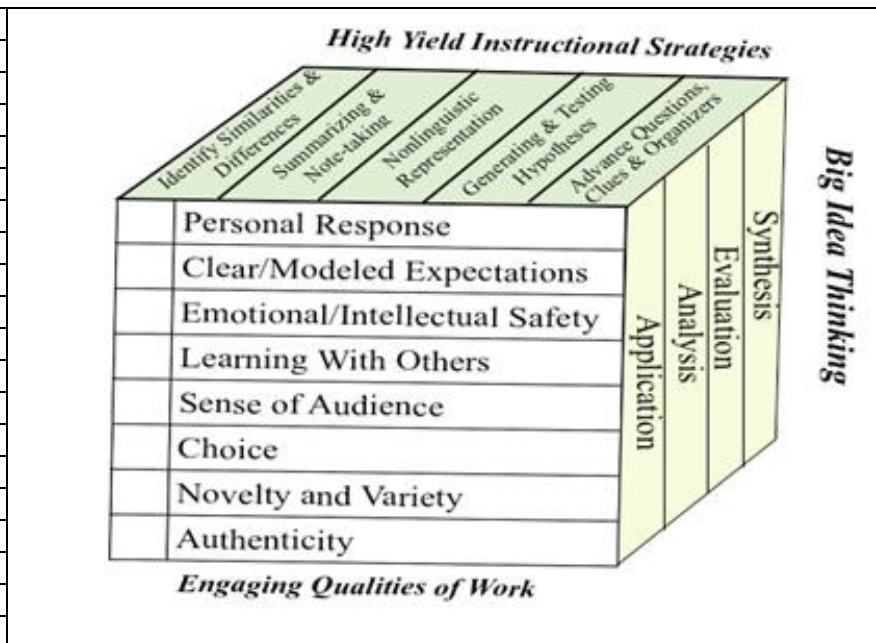
### Level of Overall Engagement – Authentic Engagement, Ritual Engagement, Passive Compliance, Retreatism, Rebellion

	Date	Date	Date	Date	Date
<i>Highly Engaged Classroom</i>					
<i>Well-Managed Classroom</i>					
<i>Pathological Classroom</i>					

Notes:

### 20 Brain-compatible Strategies

Brainstorm
Drawing/ Artwork
Field Trip
Games
Graphic Organizer
Humor
Manipulatives
Metaphor/Analogy/Simile
Mnemonic Devices
Movement
Music/Rhythm
Project/Problem-Based Instruction
Reciprocal Teaching/Cooperative Learning
Role Play/Drama
Storytelling
Technology
Visualization/Guided Imagery
Visuals
Writing/Journals
Work Study



### Rubrics for Assessing Student Engagement:

**Authentic Engagement:** Authentically engaged students see meaning in what they are doing, and that meaning is connected to ends or results that truly matter to the students. These authentically engaged students may be willing to do some boring and otherwise meaningless tasks, precisely because they see the linkage between what is being done and some task-related end of significant consequence to them. For example, students who want to become musicians regularly practice scales (not a particularly exciting task) because they see such practice as a means of achieving the end they have in view.