1. Central Focus

a. Explain how lessons build on one another.

[Lesson 1 enables students to define *multiple* – an activity which enhances their knowledge of academic language. Students will then focus on the number 2 as a multiple and practice speaking and listing multiples of 2 as they determine how many 2s are in 200. Students will be introduced to conceptual understanding of multiples of 2 as they identify patterns associated with even number results and place value. This is a preview activity leading up to Lesson 3….

In Lesson 2 students recite the definition of multiple and review multiples of 2 counting up to 200. Students will speak and list the multiples of 2 up to 200 for review. Students will then identify patterns of multiples of 2. For example, even numbers always result from counting by 2. Then as a class, students will make a chart that shows similarities and differences when beginning with the base number 2 (counting up 2, 4, 6, 8…) or another number, such as 3 (3, 5, 7, 9…)….

Students apply what they learned in Lesson 1 and 2 by solving three real-world problems that require counting by 2s starting with 2, and counting by 2s beginning with 3 (3, 5, 7, 9…) and another number. For example….]

2. Knowing Students to Plan Lessons

a. What do students already know about the upcoming lessons? What do students need to learn?

[At the beginning of the lesson sequence I deployed a preassessment to understand more precisely what students knew about the Central Focus and Learning Targets. Lesson 1 shows the Central Focus, which is to *describe characters in multiple ways*. The Learning Targets for lessons 1, 2, and 3 and shown on the lesson plans and the preassessment included questions to address knowledge and skills included in the Central Focus and Learning Targets. Results from the preassessment showed that students came with varied knowledge about how to *describe characters in multiple ways.* For example, the first five items on the preassessment asked students to define related academic language, such as *character, describe,* and various. Results showed that….

The Learning Targets for this lesson sequence indicate what students are going to learn. For example, the Learning Target for Lesson 1 is, *Students will identify one character from the story, and describe them by writing three of their physical traits.* One skill needed to master this target is….]

3. Supporting Learning

b. Explain how your instruction (planned supports) are effective for the whole class and for a few individual students with particular needs.

[The instructional strategies for this lesson sequence included 1) assessment of prior learning using a preassessment, 2) preview of upcoming material, 3) frequent formative assessment layered throughout each lesson, 4) cooperative learning activities within each lesson, 5) guided inquiry and direct instruction segments as critical input experiences to begin each lesson, and 6) review of content near the end of each lesson, along with 5) closure assessment of student voice.

Lesson 1 shows a sample of the instructional practices listed above. For example, Lesson 1 begins with a hook and preview of upcoming subject matter. Preview is an effective way to engage students with new material, according to Marzano (2007). Preview is effective in a whole class setting, as well as for individuals. Lesson 1 also shows informal assessment, in this case, formative assessment through questioning immediately following the preview segment. Formative assessment enables the teacher to decide next steps, according to Black and Wiliam (1998). For example, during this segment of Lesson 1 I asked a student….]

4. Supporting through Language

b. Describe an activity from a lesson where students practiced the language function. Specifically cite the lesson so the scorer can understand the activity clearly.

[The language function for this lesson sequence was, *analyze.* As mentioned previously, this cognitive activity is toward the upper reaches of Bloom's taxonomy. Although students *analyzed* results thought the lesson sequence, the inquiry activity titled *Analysis of NaCl in H_2O Over Time* in Lesson 3 provides an example of student analysis.

Three features of this activity indicate an excellent opportunity for students to practice the language function. First, prior to the activity, students cooperatively defined academic language in the form of vocabulary associated with the subject matter aligned with the activity. Words such as *dissolve, table, graph,* and *solute* were reviewed and definitions written on a poster and in lab books. Second, students engaged in informal assessment across the activity, by speaking results to their lab partners and writing results in their lab books. Both the speaking and writing layered into the activity shows the academic demands (writing and speaking analytically) associated with the activity. Students spoke and wrote about their results with partners, and with me – during whole class discussion. Last, students summarized their results for a nearby peer and for the class, as another opportunity for practicing the language function, and demand in the form of writing and speaking analytically and creating a table and graph (syntax). Lesson 3 also shows….]

5. Monitoring Student Learning

a. Explain how the informal assessments indicate student achievement and how you use results to promote student learning.

[Lessons in the sequence include multiple opportunities for informal assessment. For example, Lesson 2 shows three opportunities where I conduct informal assessment. The first time is immediately following 10 minutes of direct instruction. For approximately five minutes during this informal assessment lesson segment I asked students a series of questions, which I had prepared beforehand. One of the questions was, "What do you know about characters in stories? And how do you know?" I asked this question to deal with the misunderstanding I often observe with students, which is….

At another point in Lesson 2, I conducted an informal assessment, again using questions, to decide how I would present the final practice activity. In this case, I asked students "How do we use information from a story to support the qualities of a character?" If students have few ideas about how to do this, then I have them brainstorm with a partner to identify at least two ways. Alternatively, if students have two or three ideas they share as a class, I integrate these with the specific strategy that I am having them learn. This approach uses students' prior knowledge and it enables me to….]