# IS^4 Lesson Reflection Form

**Lesson Objective:**

Describes what the students will be able to do by the end of the lesson.

WAKES THE BRAIN UP! IDENTIFIES THE NEW LEARNING THAT NEEDS TO MOVE INTO LONG TERM MEMORY

Deconstructed from a content standard

Matches independent practice

Lesson objective is taught by the teacher
- T reads
- S read/interact
- Non Volunteer
- Other:

Students demonstrate that they know what they are going to do during today’s lesson

## Activation of Prior Knowledge

Prior knowledge or universal experience that supports the lesson objective’s success is activated by the teacher but is not re-taught.

BRINGS LONG TERM LEARNING INTO WORKING MEMORY

- Definition
- Examples
- Think Aloud
- Mind Map

Students demonstrate that their prior knowledge or universal experience was activated
- TAPPLE
- TAP(WB)PLE
- Echo
- Elaborate
- Explain

Teacher connects the prior knowledge or universal experience to the lesson objective

## Concept

The big idea in the Learning Objective. The concept is usually a noun in the LO.

SCHEMA EXPANDED TO INCLUDE LESSON CONCEPT

Lesson Relevance
- Personal
- Academic
- Real Life

- Pictures
- Diagrams
- Charts
- Definition or rule
- Examples
- Non Example

- Cognitive strategies
- Memory device
- Think Aloud
- CRA (concrete-rep-abstract)
- Video
- Models

students should be able to re-state or demonstrate understanding of the concept
- TAPPLE
- TAP(WB)PLE
- Echo
- Elaborate
- Explain

## Skill Development/Guided Practice

Lesson Objective skill is taught with adequate student repetitions and effective student engagement strategies.

MOVE NEW SKILL INTO LONG TERM MEMORY

- Steps taught
- Think-Aloud
- How do I...?
- How did you...?
- Textbooks
- Graphic Organizers

- I do
- We do
- You do
- Rule of Two

- TAPPLE
- TAP(WB)PLE
- Echo
- Elaborate
- Explain

Covered all skills that will be required during independent practice

80% or more of the students demonstrate understanding of the skill taught

## Closure

Students demonstrate they are ready for independent practice.

SKILL CONNECTED TO CONCEPT IN ORDER TO SUPPORT RETRIEVAL FROM LONG TERM MEMORY

Includes final independent student demonstration of:
- Skill taught
- Concept

- White Board
- Non-volunteer
- No pair/share here

80% or more of the students demonstrate understanding of the skill taught and the concept taught

## Delivery of new information begins: Modeling (thinking aloud) Explaining Physical Demonstration/Gestures

- Rehearsal
- Contextual Definition

Supporting the use of Academic Language
- Complete Sentences
- Sentence Frames (Written or Verbal)
- Still in the blanks as T reads

High Order Questions
- Rephrase
- Apply

Justify