

Inquiry Lesson Plan

Student		Date:		
Unit Title:		Age/Grade Level:		
Lesson Title:		Order in Learning Segment:		
Total # of Students:	# IEP Students:	# ELL Students:		
PREPARATION				
Context of the Lesson: •				
Academic Language:				
Language Demands:				
Assessment Plan:				
Objectives SWBAT:	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge / Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/ SWDs
1. (CCSS:) (NGSS:)				
2. (CCSS:) (NGSS:)				
3. (CCSS:) (NGSS:)				
Materials/Resources/Media Technology Needed: •				
INSTRUCTION AND ASSESSMENT				
Time	Engage			Accommodations •
	<ul style="list-style-type: none"> Develop an initiating activity that leads to a question that students can investigate. Write the question. 			
Time	Explore (typically cooperative groups)			Accommodations •
	<ul style="list-style-type: none"> Guide students to consider the data that they will collect. (Do not provide vocabulary/answers during this time.) Describe how you will scaffold the exploration time. 			
	<ul style="list-style-type: none"> Describe how materials will be distributed. List possible questions. Formatively assess 			
Time	Explain			Accommodations •
	<ul style="list-style-type: none"> Provide vocabulary, invent relevant concepts and principals. List questions that challenge students' beliefs. Present phenomena that students cannot adequately explain within their existing perspectives. Engage students in discussions of pros and cons of various 			

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	<p>explanations</p> <ul style="list-style-type: none"> • Point out explicitly the differences between students' "beliefs" and "reality". • Formatively assess 	
Time	Elaborate	Accommodations
	<ul style="list-style-type: none"> • Suggest questions and activities that allow students to apply what they've learned to new and novel situations. • Extend with new readings and new questions reinforcing what was learned. • Formatively assess 	
Time	Evaluate	
	<ul style="list-style-type: none"> • Summatively assess both groups and individuals based on the objectives outlined above. • Use performance tasks and/or traditional assessment tasks. 	