Daily Distance Learning Instruction: 5E Lesson Plan (All Subjects)

Frame the Lesson	Focus Skills
Content Objective: ● *What do you want the students to learn?* ● *What is the specific topic and/or text you will be using for instruction?* **Closing Task:** ● *What does mastery look like for today's learning?* ● *What is the final product or task that students will complete to demonstrate their learning?* + **Language Objective:** ● *What academic language do you want the students to use?* ● *What support will you provide for English Learners?* **Grading Criteria:** ➢ *Describe how the process or product will be evaluated.* ➢ *Include relevant rubrics.* ➢ *Indicate how students will get feedback, if there are opportunities to revise, and how to re-submit.*	*Highlight today's focus skills:* ➢ Reading ➢ Writing ➢ Listening ➢ Speaking ➢ Research / Inquiry ➢ Other:

Component	Lesson Activities & Examples	Resources & Tools

LIVE OR ASYNCHRONOUS
 	
1. Check-In
5-10 minutes
	● Post a question or quick check-in activity on Google Classroom
	  ○ Check-In Question
	  ○ Journal Writing Prompts
		➢ SEL Activities
		➢ Journal Writing Prompts
		➢ Check-In Activities

LIVE OR RECORDED
 	
2. Objectives & Outcomes
5-10 minutes
	● Frame the Lesson:
	  ○ Content & Language objectives
	  ○ Closing task
	● Review from prior day if necessary
	● Discuss resources and where they can be found
	● Explicitly describe how students will submit work, get feedback, and be assessed
		➢ How to Construct an Intentional Lesson Frame
		➢ Fun 5 Focus: Frame the Lesson

LIVE OR RECORDED
 	
3. ★ENGAGE
10-20 minute
	● "Hook" your students' engagement & interest
	● Introduce students to the topic/content through an interactive activity:
	  ○ Ask an Essential Question and have students reflect on it
	  ○ Brainstorm ideas on Padlet, Jamboard or shared document
	  ○ Show a short background video
		➢ Padlet
		➢ Jamboard

LIVE OR ASYNCHRONOUS
 	
4. ★EXPLORE
40-60 minutes
	● Students will work independently to gather background information or practice a skill with guidance.
	● Teachers should frame the exploration with guiding questions.
	● Students can:
	  ○ Complete an initial reading of a text and generate questions
	  ○ Watch a longer video and take focused notes
	  ○ Complete a self-paced hyperdoc
	  ○ Preview essential vocabulary
	  ○ (Math or Science) Examine sample problems
	  ○ (Math or Science) Review previous concepts
		➢ Focused Notes Template
		➢ Levels of Thinking Question Stems
		➢ Edpuzzle

		connected to the new learning	
  5. ★EXPLAIN 30-60 minutes	● Direct instruction of content and/or skill ● Teacher modeling: 　○ Scaffold the learning in real time (even if the lesson is recorded) 　○ If assigning a complex text, model (& record) the critical reading process: emphasize key vocabulary / contextualize and explain significant parts / clarify key concepts 　○ If assigning a video, model (& record) the listening and inquiry process while watching; pause multiple times to clarify significant parts	➢ Physical whiteboard ➢ Loom (unlimited recording time) ➢ Screencastify (5 minute maximum recording time) ➢ myViewboard
  6. ★ELABORATE 30-90 minutes	● Opportunities for students to extend their learning and apply their learning to their lives or the world ● Students can: 　○ demonstrate their understanding of the content/skill in a new or different situation 　○ make connections (content, self, world) 　○ apply content/skill to a new situation or create a new model 　○ provide solution to a problem or question 　○ complete graphic organizer, concept map, or template 　○ participate in an online discussion or Socratic Seminar (Live)	➢ Language for Academic Discussions
  7. ★EVALUATE 30-90 minutes	● **Closing Task** ● Students will demonstrate they have achieved the content objective ● Assessment of student progress ● Examples: 　○ Critical writing task 　　■ Example: Claim Evidence Reasoning 　○ Quiz or test 　○ Performance task 　○ Presentation (live or video on Flipgrid)	➢ CER: Explanatory Writing ➢ CER: Argumentative Writing ➢ Flipgrid
  8. Exit Ticket / Reflection 10-20 minutes	● Students will spend some time thinking about their learning process: 　○ What worked today? What didn't? 　○ What are the most important things I'll remember from this lesson? 　○ What goals can be set for tomorrow? 　○ What did I learn today that is most useful or interesting? 　○ What further questions do I have?	➢ Google Form ➢ Posted question on Google Classroom

Daily Distance Learning Instruction: 5E Lesson [EXAMPLE]

Frame the Lesson	Focus Skills
Content Objective: • *Students will complete a critical reading of 2 articles connected to the topic of DACA and Dreamers.* • *Students will write 1 explanatory paragraph + 1 argumentative paragraph.* **Closing Task:** • *Students will write, record and post a video on Flipgrid. They will complete a 2 minute argumentative speech on the topic of DACA and Dreamers.* + **Language Objective:** • *Students will use the Claim-Evidence-Reasoning (CER) writing frame to complete their explanatory paragraph and speech.* • *Students will use the Argumentative Writing Frame and sentence starters to complete their argumentative speech.* **Grading Criteria:** • *CAASPP Argumentative Performance Task Writing Rubric*	*Highlight today's focus skills:* ➢ **Reading** ➢ **Writing** ➢ Listening ➢ **Speaking** ➢ Research / Inquiry ➢ Other:

Component	Lesson Activities
LIVE OR **ASYNCHRONOUS** **1. Check-In** 5-10 minutes	• *How are you feeling today?* ○ *Find and share an image that describes how you feel today.*
LIVE OR **RECORDED** **2. Objectives & Outcomes** 5-10 minutes	• *Frame the Lesson:* ○ *Go over Content Objective, Closing Task, and Language Objective* • *Grading criteria: Review the CAASPP Argumentative Writing Rubric that will be used to grade the argumentative paragraph and 2-minute speech.*

LIVE OR **RECORDED**
 	
3. ★ENGAGE
10-20 minute
	• *Students complete a K-W-L-Q Chart*
	  ○ *What do you KNOW about DACA/Dreamers?*
	  ○ *What do you WANT TO KNOW about DACA/Dreamers?*
	• *Students watch background video: (link)* **DACA Explained**
	  ○ *What did you LEARN about DACA/Dreamers?*
	  ○ *What further QUESTIONS do you still have about DACA/Dreamers?*

LIVE OR **ASYNCHRONOUS**
 	
4. ★EXPLORE
40-60 minutes
	• *Agree/Disagree Activity:*
	  ○ *Students read statements about immigrants and decide if they agree/disagree*
	  ○ *Students will share their responses with the class on Padlet.*
	• *Students take guided notes:*
	  ○ *A Typical 'Dreamer' Lives in Los Angeles, Is From Mexico and Came to the U.S. at 6 Years Old*
	  ○ *Deferred Action for Childhood Arrivals: A timeline*

LIVE OR **RECORDED**
 	
5. ★EXPLAIN
30-60 minutes
	• *Instruction: Critical Reading Process*
	• *Review important vocabulary*
	• *Students will complete a critical reading of 2 articles*
	• *Teacher modeling:*
	  ○ *Demonstrate critical reading process of article 1.*
	  ○ *Demonstrate using the CER explanatory writing frame for article 1.*

LIVE OR **ASYNCHRONOUS** **6. ★ELABORATE** 30-90 minutes	• *Students read personal account of DACA recipient: "Dear Trump: I'm a DACA Kid—and Here's What You're Doing to Us"* ○ *Students respond to the following question: How is Maria's story similar to the stories of others in our own community?*

LIVE OR **RECORDED**
 	
7. ★EVALUATE
30-90 minutes
	• *Students complete an argumentative writing paragraph*
	    ○ *Students use the argumentative writing frame*
	• *Students convert their argumentative paragraph into a short 3 minute speech*
	    ○ *Speech recorded on Flipgrid*

LIVE OR **ASYNCHRONOUS**
 	
8. Exit Ticket / Reflection
10-20 minutes
	• *Students complete the Google Form exit ticket*
	    ○ *What was something you learned today that was memorable and interesting?*
	    ○ *What was the most difficult task for you to complete today?*

Daily Distance Learning Instruction: 5E Lesson [TEMPLATE]

Frame the Lesson	Focus Skills

Content Objective:
•
 	
Closing Task:
•
 	
  + **Language Objective:**
  •
 	
Grading Criteria:
•
	Highlight today's focus skills:
	
	➢ Reading
	➢ Writing
	➢ Listening
	➢ Speaking
	➢ Research / Inquiry
	➢ Other:

Component	Lesson Activities
LIVE OR **ASYNCHRONOUS** **1. Check-In** 5-10 minutes	
LIVE OR **RECORDED** **2. Objectives & Outcomes** 5-10 minutes	
LIVE OR **RECORDED** **3. ★ENGAGE** 10-20 minute	
LIVE OR **ASYNCHRONOUS** **4. ★EXPLORE** 40-60 minutes	
LIVE OR **RECORDED** **5. ★EXPLAIN** 30-60 minutes	
LIVE OR **ASYNCHRONOUS** **6. ★ELABORATE** 30-90 minutes	
LIVE OR **RECORDED** **7. ★EVALUATE** 30-90 minutes	
LIVE OR **ASYNCHRONOUS** **8. Exit Ticket / Reflection** 10-20 minutes	