

<b>Topic, Subject, Class, Date:</b>	
<b>Planning Step 1: Lesson Curriculum: What are the Learning Goals for this Lesson?</b>	
<b>Lesson Standards</b> Always include a writing standard.	
<b>Students Will Be Able To... (Do)</b> <ul style="list-style-type: none"> <li>Skills from standards including thinking (cognitive verbs).</li> <li>This is not activities.</li> <li>One or more goals should be Higher Order Thinking (Levels of Learning 3 or 4), and/or Reading Comprehension.</li> <li>Sequence these goals in the order in which they should be learned.</li> </ul>	
<b>Students Will Know</b> Knowledge from standards such as vocabulary, facts, formulas.	
<b>Lesson Essential Question</b> <ul style="list-style-type: none"> <li>A question that communicates the Learning Goals.</li> <li>Reflect the Higher Order Thinking and/or Reading Comprehension Learning Goal(s).</li> </ul>	
<b>Planning Step 3: Lesson Instruction: How will students learn?</b>	
<b>Activating Strategy</b> <ul style="list-style-type: none"> <li>Plan this after you plan your Learning Activities.</li> <li>How will you introduce the Lesson Essential Question?</li> <li>How will you draw attention to important vocabulary in the Lesson Essential Question?</li> <li>How will you build/link background knowledge?</li> <li>What prerequisite content might students need to know before the lesson?</li> <li>Which key vocabulary from the Learning Goals needs to be explicitly taught?</li> <li>Are there other vocabulary words that you think need to be taught?</li> <li>Which vocabulary strategy will you use?</li> </ul>	<b>Key Vocabulary (for explicit instruction):</b>  <b>Vocabulary Strategy:</b>

<p><b>Graphic Organizer</b></p> <ul style="list-style-type: none"> <li>• How will students store and organize information as they learn during this lesson?</li> <li>• Base the organizer on the Higher Order Thinking or Reading Comprehension in the <i>Will Be Able To... (Do)</i> Learning Goals.</li> </ul>	
<p><b>Learning Activity 1</b></p> <p>The Learning Goal(s) for this Learning Activity and Assessment Prompt:</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• Explicitly teach Higher Order Thinking and/or Reading Comprehension Strategy (if didn't in a previous Learning Activity)</li> <li>• Content students need to learn</li> <li>• Chunk activity: <ul style="list-style-type: none"> <li>◦ Several opportunities for thinking, talking, writing to learn</li> <li>◦ Distributed summarizing and/or practice</li> <li>◦ Questions to ask</li> <li>◦ Higher Order Thinking and/or Reading Comprehension Questions to ask</li> </ul> </li> <li>• Active engagement: <ul style="list-style-type: none"> <li>◦ Collaborative Pairs, Numbered Heads, Think-Pair-Share, etc.</li> <li>◦ Variety</li> <li>◦ Movement</li> </ul> </li> </ul>	
<p><b>Assessment Prompt for Learning Activity 1</b></p> <ul style="list-style-type: none"> <li>• Formative assessment of the Learning Goal(s).</li> <li>• Ensure the task meets the expectation of the Higher Order Thinking and/or Reading Comprehension Learning Goal.</li> </ul>	

**Learning Activity 2**

The Learning Goal(s) for this Learning Activity and Assessment Prompt:

Consider:

- Explicitly teach Higher Order Thinking and/or Reading Comprehension Strategy (if didn't in a previous Learning Activity)
- Content students need to learn
- Chunk activity:
  - Several opportunities for thinking, talking, writing to learn
  - Distributed summarizing and/or practice
  - Questions to ask
  - Higher Order Thinking and/or Reading Comprehension Questions to ask
- Active engagement:
  - Collaborative Pairs, Numbered Heads, Think-Pair-Share, etc.
  - Variety
  - Movement

**Assessment Prompt for Learning Activity 2**

- Formative assessment of the Learning Goal(s).
- Ensure the task meets the expectation of the Higher Order Thinking and/or Reading Comprehension Learning Goal

**Learning Activity 3**

The Learning Goal(s) for this Learning Activity and Assessment Prompt:

Consider:

- Explicitly teach Higher Order Thinking and/or Reading Comprehension Strategy (if didn't in a previous Learning Activity)
- Content students need to learn
- Chunk activity:
  - Several opportunities for thinking, talking, writing to learn
  - Distributed summarizing and/or practice
  - Questions to ask
  - Higher Order Thinking and/or Reading Comprehension Questions to ask
- Active engagement:
  - Collaborative Pairs, Numbered Heads, Think-Pair-Share, etc.
  - Variety
  - Movement

**Assessment Prompt for Learning Activity 3**

- Formative assessment of the Learning Goal(s).
- Ensure the task meets the expectation of the Higher Order Thinking and/or Reading Comprehension Learning Goal

+Add 1-2 additional Learning Activities if needed

**Planning Step 2: Lesson Assessment: How will students demonstrate understanding of the Learning Goals for this lesson?**

**Assignment**

- Plan this before planning Lesson Instruction.
- How will students demonstrate their knowledge of the *Will Know* Learning Goals and the skills in the *Will Be Able To... (Do)* Learning Goals (especially the Higher Order Thinking and/or Reading Comprehension)?