

<b>Topic, Subject, Class, Date:</b>	
<b>Planning Step 1: Lesson Curriculum: What are the Learning Goals for this</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>	

<p><b>Learning Activity 2</b> 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 2</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>	
<p><b>Learning Activity 3</b> 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 3</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>	
<p>+Add 1-2 additional Learning Activities if needed</p>	
<p><b>Planning Step 2: Lesson Assessment: How will students demonstrate understanding of the Learning Goals for this lesson?</b></p>	

**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)?