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| <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><br>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><br>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> <li>• Previewing:             <ul style="list-style-type: none"> <li>o Advance Organizer</li> <li>o Prerequisite Content</li> <li>o Vocabulary</li> </ul> </li> </ul> |   |
|  | <b>Key Vocabulary (for explicit instruction):</b> |
|  | <b>Vocabulary Strategy:</b>                       |
|  | <b>Previewing (what, who, when):</b>              |



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| <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></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> <li>• Previewing prerequisite knowledge/skills</li> <li>• Scaffolding content and process</li> </ul> | <p><b>Previewing (what, who, when):</b></p> <p><b>Scaffolding (what, who, when):</b></p> |
| <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></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> <li>• Previewing prerequisite knowledge/skills</li> <li>• Scaffolding content and process</li> </ul> | <p><b>Previewing (what, who, when):</b></p> <p><b>Scaffolding (what, who, when):</b></p> |

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| <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>  |  |
| <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Plan this before planning Lesson Instruction.</li> <li>• How will students demonstrate their knowledge of the <i>Will Know</i> Learning Goals and the skills in the <i>Will Be Able To...</i> (<i>Do</i>) Learning Goals (especially the Higher Order Thinking and/or Reading Comprehension)?</li> <li>• How will the Assignment be differentiated for support and challenge?</li> <li>• Which students receive differentiation?</li> </ul> | <p><b>Differentiated Assignment for Struggling Students:</b></p> |