|  |
| --- |
| **Topic, Subject, Class, Date:**  |
| **Planning Step 1: Lesson Curriculum: What are the Learning Goals for this lesson?** |
| **Lesson Standards**Always include a writing standard. |  |
| **Students Will Be Able To… (Do)*** Skills from standards including thinking (cognitive verbs).
* This is not activities.
* One or more goals should be Higher Order Thinking (Levels of Learning 3 or 4), and/or Reading Comprehension.
* Sequence these goals in the order in which they should be learned.
 |  |
| **Students Will Know**Knowledge from standards such as vocabulary, facts, formulas. |  |
| **Lesson Essential Question*** A question that communicates the Learning Goals.
* Reflect the Higher Order Thinking and/or Reading Comprehension Learning Goal(s).
 |  |
| **Planning Step 3: Lesson Instruction: How will students learn?** |
| **Activating Strategy** * Plan this after you plan your Learning Activities.
* How will you introduce the Lesson Essential Question?
* How will you draw attention to important vocabulary in the Lesson Essential Question?
* How will you build/link background knowledge?
* What prerequisite content might students need to know before the lesson?
* Which key vocabulary from the Learning Goals needs to be explicitly taught?
* Are there other vocabulary words that you think need to be taught?
* Which vocabulary strategy will you use?
 |  |
| **Key Vocabulary (for explicit instruction):****Vocabulary Strategy:** |
| **Graphic Organizer** * How will students store and organize information as they learn during this lesson?
* Base the organizer on the Higher Order Thinking or Reading Comprehension in the *Will Be Able To… (Do)* Learning Goals.
 |  |
| **Learning Activity 1**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 1*** 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 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)?
 |  |