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| **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)? |  |