

Lesson Planning

PRE-PLANNING

Your entire lesson should be **STUDENT-CENTERED!!** Remember, you do all the planning, and your students do all of the working! The use of technology is a critical component as a **tool**. It provides students with 21st Century skills that are both engaging and relevant to their real-world application. It is a partnership- **if you effectively and successfully plan; your students will effectively and successfully work and learn!!**

Be sure to present your students with at least **3 HIGHER ORDER THINKING QUESTIONS** during the lesson. This is “proof” that you are presenting your students with challenging work and meeting the needs of your advanced learners! (These questions should come from the back of your critical thinking

Lessons must be **RIGOROUS**. The activities should be challenging and move at a “brisk-pace.” There should be no opportunities during the block where students get “bored” or have nothing to do because the entire lesson is an ACTIVE-LESSON!

ALL LESSONS MUST HAVE:

- 1.A **LEARNING INTENTION**, what is the Intended goal of the lesson? What do you expect your students to know by the conclusion of the lesson? (Remember—**one** Learning Intention per acquisition lesson, students must be able to answer this question by the conclusion of the lesson.)
- 2.A **CONNECTING STRATEGY for ACTIVATING PRIOR KNOWLEDGE**, something that gets students actively thinking or making a connection with the material being presented for that day. (Make a connection to the content or to the outside world to see how much the students already know or remember.)

3. **RELEVANT VOCABULARY** must be present in your lesson. Keep your vocabulary limited to what your students are able to handle and make sure that it is actively used in context throughout the lesson. (Refer to and use the word or phrase frequently. Also have your students interactively use the word during the lesson.)
4. There should be **DIRECT INSTRUCTION**, after 12-15 minutes of Instruction; students should be engaged in some type of activity, even if it is only for a few minutes. (1's talk to 2's....., draw a picture....., write a few sentences summarizing or describing....., within your groups...What questions do you have about....)
5. Use of a **GRAPHIC ORGANIZER**, allows students to visually categorize new information or review old information. (Have students' present information in colorful charts in their notebooks, use computers to create graphic organizers, or create a foldable to move away from pages and pages of note taking).
6. **STUDENT MOVEMENT** is a must; students need to be mobile at some point in time during instruction to ensure *active* engagement. (Working in small groups, collaborative pairs, rotation stations, 4 corners, gallery walk, etc.).
7. A way to **SUMMARIZE** or bring the lesson to a close. This is where you are able to assess your student's ability to effectively respond to the **learning intention** and find out whether you need to extend or refine the skill.