Planning a Lesson

Steps	Short Term	Long Term
Goals and Objectives	• What do I want students to know or be able to do by the end of the lesson?	• How will achieving today's goals and objectives help students to reach the larger goals I have for the unit?
Activities	• Is the lesson broken up into different sections or different activities? • Does each activity I have planned help students to reach the goals and objectives for this lesson?	• Does each activity I have planned help students to reach the goals and objectives for this unit? • Am I planning activities that encourage and celebrate creative thinking, analytical thinking, individual work, group work?
Scaffolding	• What prerequisite knowledge do students need in order to understand the material in this lesson? • Did I assess and activate students' prior knowledge? • Did I start with the necessary basic information and gradually build on that knowledge?	• What prerequisite knowledge do students need to understand the material in this unit? • How will each lesson and the knowledge and skills learned in it, serve as a stepping-stone to the larger goals I want to achieve in this unit?
Modeling	• Did I clearly and explicitly explain my expectations and the directions to students? • Did I provide a model or example for students?	• Did I model material in a consistent way? • Were my expectations of student work consistent throughout the unit? • Are my handouts/examples/resources readable and clear?
Work Time/Practice	• Did I provide enough time for students to think about questions I am asking before calling on students for answers? • Did I provide students with enough time to practice or work on the skills I am asking them to acquire?	• Is there an overarching purpose to the skills being practiced in each lesson? • Do the skills and knowledge learned in one lesson have meaning in another?
Publishing	• Did I enable students to share what they think/feel/wonder/don't understand? • What publishing opportunities did I provide for students in this lesson?	• What publishing opportunities did I provide for students in this unit? • Did I provide students with a variety of publishing opportunities?
Homework	• Does the homework assignment have a purpose? • Does the homework assignment connect to tomorrow's lesson?	• Do the skills required to complete assignments and homework grow increasingly complex as the unit progresses?

Creating A Lesson – Start to Finish

Step	Purpose	Techniques
Assess, gather, and organize prior knowledge	You need to find out what students already know. You can ask students to brainstorm information about a particular topic. You might start a lesson by asking: does anyone know what an ecosystem is? Can anyone give me examples?	• Web diagram • Video • Homework share • Something to solve • Brainstorming • Discussion
Fill in the gaps and introduce new knowledge	As you assess students' knowledge, you need to fill in the gaps by providing new knowledge and by making connections between their ideas and by making connections to the lesson to come.	• The proper term is___ • This idea connects to___ • We will use x concept to figure out y
Activity	Once the basic information has been discussed and organized, you want to get hands on. This is when students get a chance to try new techniques on their own, practice skills, explore new ideas, and create.	• Creation • Exploration • Construction • Practice • Analysis • Evaluation
Publishing	You want to provide plenty of opportunities for students to publish their work. This can take the form of sharing with a partner, sharing with the class, writing/typing, illustrating, etc.	Can they: • Hang it up • Share it • Build off others' work
Wrap Up	You need to pull the lesson together in the last few minutes and provide them with the take home message. You could do this in a variety of ways. **This is not give-out-homework time.**	• Take home message • Q&A • Share out with class • Questions about content from the lesson
Homework	Homework should be an extension of the skills or knowledge that were learned during the class period. This is not time for busy work. Extend students' learning. At home – find x examples of y, label today's star chart and create your own star chart based on tonight's sky, revise your essay using your peer evaluations, etc.	• Illustration • Evaluation • Analysis • Discovery • Relate to life • Revise
Next Day – Warm Up	Connect the homework to the warm up the next day. This connection lets students know that the homework is important, and if they don't do it, they can't participate in class. You can assess their knowledge when they share out with each other or the class. This assignment can become a launch pad to the new topic for the day.	• Share with your partner • Share with the class • Add x to your hw from last night • Edit your partner's paper

5 – 10 mins

Warm Up

- Establish routines
- Agenda/Goal for the day
- Share out homework concepts
- Assess prior knowledge
- Fill in the gaps and organize student knowledge
- Connect previous lesson to today's lesson

5 – 10 mins

Discovery

- Provide new information – could include some direct instruction
- Create activity where students can discover, explore, predict, hypothesize, and connect prior information to new concepts.
- This might be a good time for hands on activities
- This might be a good time for a demonstration
- Allow students to practice new concepts

15 – 20 mins

Main Activity

- Continue with exploration, practice, and analysis
- Students should apply prior and new knowledge to this activity
- Students can observe, record data, interpret, compare and contrast, illustrate, build, write.
- Make sure to model any new skills or the outcomes you are expecting.
- Be clear in your expectations – what exactly do you want students to do?
- Provide students with the appropriate materials to complete this activity. Set up materials for easy student access.
- Activities in this section will likely include application, analysis, synthesis, evaluation.

5 – 10 mins

Evaluation

- Time for trouble shooting
- Time for publishing work – share out
- Time for students to evaluate, analyze, draw conclusions
- Assess student success/mastery
- How does what students did today help them to answer the big question of the day and the unit?

5 mins

Wrap Up

- Create a check in (oral or written) to determine if students achieved your goal
- How will students take the information from today's lesson and extend their knowledge through homework assignments?