

Lesson Planning

What the Teacher Does	And Why
Motivating/Beginning Activity/Do-Now - Review material, concepts, skills taught and learned in previous lessons (use a "do-now" activity or some other motivating, student-centered activity) - A good independent activity at the beginning of the lesson	- Show students how previously learned material relate to new skills - Starts the student immediately upon entering - Specifics should be posted in the same place every day
Reveal Lesson Objective clearly and completely - Objectives should be standards-based, measurable, observable <u>SVX</u> = Standard/Communicative Function + cultural /vocab context + grammatical structure + performance parameters - Objective should be referenced, reinforced, and summarized throughout the lesson.	- Use terms students understand - This helps make efficient use of time and increases organization, understanding and teacher clarity - Connect it to students' needs - Ideally every student in the class should be able to cite or refer to the objective if asked "what are you learning today?"
Learning Activities – "Agenda" - Tell students how they will reach objective - e.g., Teacher-Directed (Lecture, Modeling, Teacher-Monitored (Group, pair, independent)	No "mystery" about your lesson – transparency aids in student engagement and ultimately retention
Teacher Directed "I Do" – "Mini-Lesson" - New Material Provide relevant information and examples in your teaching	- You are teaching with modeling, clear examples, explicit - Avoid distractions, getting "off" the objective – keeping students engaged
Guided Practice – "We Do" - Provide appropriate practice of the lesson with teacher as "guide" <u>Check for</u> comprehension – are they ready for next step? - Provide Feedback	- Students practice with the teacher referring to the lesson objective - Use those techniques (i.e., <u>dismissing</u>) to find out if students are ready for "practice" - Feedback is usually verbal – must relate to the objective
Independent / Group Practice – "You Do" - Encourage the practice of Think-Write-Pair-Share-Revise - More monitoring, checking in with feedback - Give explicit direction for the tasks –oral and written	- Students now practice on own, in pairs, in groups - Give them time to "think" first and then put in pairs/groups - Students know the routine that teacher will be monitoring to confer, help, keep students on task, checking on <u>comprehension</u>, feedback
Homework – - Should be posted – articulated – modeled with examples - If you want them to do it, give it importance	Students will comprehend importance of independent practice and reinforcement of daily lesson(s)
Closure – Note: Never Skip – - Summarizing the objective – "did we get there?" - Exit – ticket type strategies (A-B-C, 3-2-1,) lesson summary, logs, short-writes, feedback quiz - This is PLANNED to give you feedback on the lesson	- Have the students summarize key points of the lesson in order to reinforce what they've learned - Closure is student-centered

Gradual Release Of Responsibility Lesson Plan

Tobias Bleicker



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