

Lesson-Planning Considerations

Note! There is no expectation that you would have to do **all** of these in every lesson (those with stars are critical). You know best which would be most appropriate to support your objectives.

There is a clear **objective** that is explicitly communicated to or generated by the students.*

There is an **opener** that breaks preoccupations, involves the students, conveys meaning, and activates prior knowledge and curiosity.*

Before you explain or present on a topic, students have the opportunity to **wrestle** with the concept, **explore** the topic, and **share** what they already know what they want to know, and what they think they might need to know.

Whenever possible, **every student is answering every question** asked.

There are opportunities for students to make **predictions** that will prove accurate or not.

The students have as much **choice** as possible (content, activity, location, etc.)

There are built-in **reflection** times/checks for understandings to create multiple beginnings and endings throughout the class.*

There is “**interaction**” every 8-10 minutes of lecture (i.e. students actively engaged)

Connections are being made to previously learned material whenever appropriate and prior knowledge is being activated (**revisitors**).

Students are making **connections** with other disciplines.

There are **energizers (movement)** strategically built into the plan.

Students are given opportunities to **assess and articulate** their own knowledge or skills.

Variety and novelty are present (color, sound, behavior, etc.)

Students’ neural networks are being strengthened through patterning --- meaningful **organization and categorization** of information.

There is a reflection activity (**closer**) at the end that celebrates the learning, and ties everything all together.*

If you walked up to a student during class and asked the following questions, they could answer all of them easily:* What are you doing? / Why are you being asked to do it? / What will it help you do? / How does it fit with what you have previously done? / How will you show that you have learned it? / How does it connect with other subjects you are studying? (*Wiggins & McTighe, 2005*)

Your lesson is **inclusive** of and **accessible** to all your students, regardless of differences such as gender, race, intro/extrovertedness, or culture.*

The students will leave with something they didn’t have before they walked in (a skill or an **essential understanding**) and they could tell you what that is.*

Anything the students can do, they’re doing.*

You’re looking forward to teaching this lesson!*