

Lesson Planning

“Five Kinds of Teacher Thinking” in a “Brain-Compatible Classroom”

Teacher Name:

Course:

Date:

Coverage Thinking: What knowledge, skill, concept or indicator am I teaching?

Lesson Topic:

Essential Standard / State Competency:

(In this section, list the competency or competencies that you are focusing on. You can also just list the “topic” of today’s lesson)

Mastery Thinking: (Learning Goal + Check for Understanding = Mastery Objective)

Mastery Objective: (DOK): _____

(This part is to help you think about exactly what you want your students to learn TODAY! It may just be one piece of a bigger project, or it may be a stand alone skill. How will you know if they learned what you wanted them to learn today?)

Today’s Language Objective: What language skills are needed to make the learning goal achievable?

(In this section, think about and note the language that students will need in order to be successful with today’s lesson and activities. Think about reading, writing, speaking and listening. Don’t assume they know how to do a language skill. You may have to teach it.)

Involvement Thinking: How will I gain and maintain students’ attention? Consider need, novelty, meaning, or emotion.

(In this section, think about how you are going to “hook” students into the lesson. Does it have real-life application for them? Is it essential for the project they are going to do? Help them answer the question, “why should I learn this?”) **Checks For Understanding could happen here. Ex. Bellwork, Q & A from yesterday’s assignment, review of prior learning (as long as you are checking ALL students)**

Activity Thinking: What activities will students do to gain understanding? How will I divide and teach the content to engage students’ brains?

(Here is where you answer the question, “Ok, I know what I want them to learn, now how are we going to learn it?” Considering that we are on a block schedule, we know that we have to change things up for students at least three times during the block. Research tells us that even adults’ attention spans are limited to about 18 minutes. So, look at your lesson and divide it into chunks to get the most bang for your buck.)

Today’s Vocabulary:

Student Engagement Strategies (examples):

- ___ Prediction Pairs
- ___ Think-Pair-Share
- ___ Quick Write / Draw
- ___ Admit Slips
- ___ Crystal Ball Response
- ___ Yesterday’s News
- ___ Consensus Circle
- ___ Focused Reading
- ___ Traffic Light Responses
- ___ Reciprocal Discussions
- ___ Whip Around
- ___ 3 – 2 - 1

Brain-Compatible Strategies:

- ___ Writing
- ___ Reciprocal Teaching
- ___ Field Trips
- ___ Storytelling
- ___ Music
- ___ Manipulatives
- ___ Mnemonic Devices
- ___ Graphic Organizers
- ___ Technology
- ___ Visuals
- ___ Drawing
- ___ Work Study
- ___ Movement
- ___ Humor
- ___ Role Play
- ___ Discussion
- ___ Visualization
- ___ Games
- ___ Metaphor / analogy / simile
- ___ Project Based Instruction

Highly Effective Instructional Strategies (Marzano):

- ___ Similarities/Differences
- ___ Summarizing/Note Taking
- ___ Reinforcing Effort/Recognition
- ___ Homework
- ___ Nonlinguistic Representation
- ___ Cooperative Learning
- ___ Setting Objectives/Feedback
- ___ Generating/Testing Hypotheses
- ___ Questions/Cues/Advanced Organizers

Lesson Planning

“Five Kinds of Teacher Thinking” in a “Brain-Compatible Classroom”

Lesson Segment 1:

Time Allocated: _____

Activities:

Check for Understanding naturally happens here – plan it!

Lesson Segment 2:

Time Allocated: _____

Activities:

Check for Understanding naturally happens here – plan it!

Lesson Segment 3:

Time Allocated: _____

Activities :

Check for Understanding naturally happens here – plan it! (This may be the check that you listed in your Mastery Objective)

“Thinking Skills” Thinking: What thinking skills do I want students to use?

(What types of skills (thinking) are students doing in your class that applies to not only your class but other classes as well. Are you using problem solving strategies, comparing and contrasting, summarizing . . . the list could go on and on. This section is the least important at this point. We will focus on this more next year.)

Have I considered Strategies for my ELL Learners?

- | | |
|--|---|
| <input type="checkbox"/> Visuals | <input type="checkbox"/> Modeling lesson Objective |
| <input type="checkbox"/> Realia/Manipulatives | <input type="checkbox"/> Specific Feedback with Modeling and Reframing |
| <input type="checkbox"/> Showing Mastery with Modeling | <input type="checkbox"/> Speech / Activities Appropriate to Student Proficiency Level |
| <input type="checkbox"/> Variety of Questioning Techniques | <input type="checkbox"/> Frequent Comprehension Checks |
| <input type="checkbox"/> Teacher Provided Summary Frames | |