

Lesson Planning Template

This template contains research-based strategies and planning questions that are essential to an effective lesson, or series of lessons. The right-hand column is a reminder to create and use thought-provoking questions and formative assessment tools throughout each lesson.	Critical Questions and Checks for Understanding (formative assessment)
Lesson Opener: How will I engage students in the lesson?	
The lesson opener is meant to engage students, stimulate background knowledge, define what students will KNOW, UNDERSTAND, and BE ABLE TO DO, generate curiosity, and serve as an advance organizer for learning. Questions to guide planning for the Lesson Opener: 1. Did I begin with the Colorado State Academic Standards when planning this lesson? 2. Do my lesson objectives reflect the information from the standards and not my personal preferences and desires AND in the K, U, BATD format (or a similar format)? 3. Have I provided and discussed success criteria aligned with the objectives? 4. Does what is contained in the opening to this lesson stimulate students' background knowledge about the topic being studied and help students become curious about what they will learn and do? 5. What might I do in advance of student learning to provide hints and information related to what will be learned and done? 6. How might I give students at least two opportunities to respond during the Lesson Opener? 7. How might I insert a formative assessment to check for understanding?	
Lesson Body: What content will be learned and practiced?	
This section of the lesson contains lecture and investigation; descriptive feedback; provides for modeling, guided practice, and independent practice (I Do, We Do, You Do); allows for mistakes accompanied by feedback; and provides opportunities for students to use the feedback they receive from the teacher and/or their peers. 1. Have I restated or revisited the lesson objectives to help students stay focused on what they are to know, understand, and be able to do?	

2. Is all the information I am sharing with students tightly aligned with the Colorado Academic Standards in my content area? 3. How well have I planned for modeling what I want students to learn and practice? 4. Have I allowed adequate time for students to participate in guided practice – accompanied by descriptive/prescriptive feedback? 5. Do I have structures in place to release individual students to participate in independent practice when they are ready and not release all of the students at once? Do I “remodel” information and/or processes, when necessary? 6. Are students receiving feedback from the teacher AND from their peers? 7. How often does each student receive descriptive/prescriptive feedback? 8. Am I providing time for students to use the feedback they receive? 9. How will I give students at least two opportunities to respond during the Body of the Lesson? 10. How might I insert a formative assessment to check for understanding?	
Lesson Closure: How will I ensure students reflect on their learning?	
The purpose of lesson closure is to help students solidify their learning by making connections with the lesson objectives. Closure must be done by the students and not by the teacher. 1. Am I restating or referencing the lesson objectives to help students make connections between what they did in class and what they were supposed to learn (K, U, BATD)? 2. Am I providing time for students to reflect on their learning through writing and talking with a partner? 3. Do I provide opportunities for students to ask questions about their learning? 4. How might I give students at least two opportunities to respond during the Lesson Closure?	

5. Do I plan for and provide clear directions on how students will close their learning? (Lesson Closure is a chance for students to gauge their progress toward accomplishing what is in the learning objectives. Students need to do the thinking, writing, and talking as they summarize their learning.) 6. How might I insert a formative assessment to check for understanding? 7. Closure is NOT: 1. "Ah, is that the bell? Well, have a good rest of your day!" 2. "Okay, let's see...today I told you about the 5 geographic regions of the US and looked at characteristics of each region." 3. "Tonight, I want you to read the rest of the chapter and answer questions 1-4." 4. "Any questions?"	
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