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| Teach date:  | Names of learner(s) teaching:  |
| Teach time/period:  | Big idea / enduring understanding for the lesson:  |
| Standards for the lesson: |
| Objectives. Write objectives in SWBAT or I WBAT form.  | AssessmentWhat will you accept as evidence of learner progress toward your lesson objective? |
|  |  |

**Overview of Activities:** In the space below, please provide a general overview of the various activities/events you will ask learners to engage in during the lesson. This can be presented as a **brief** sequence of events or paragraph **summary** of your lesson.

## Lesson Sequence Rationale / Things to Think About

Consider the questions below as you plan your lesson. Give a brief response to each question as a way to clarify your thinking and provide your reviewers with insight into the reasoning behind your lesson planning

1. How did you decide on this lesson sequence and why do you feel this sequence will support learner learning?

2. What are the big ideas of this lesson and how/when will they be expressed?

3. How will you introduce the lesson and task(s)? Engage learners? Find out about prior knowledge?

4. How will you accommodate or modify parts of your lesson to maintain engagement of all learners? For example, consider learners who:

* + struggle with the task
	+ race through the task
	+ express an idea that is hard to understand
	+ express an idea that is different from direction of lesson
	+ are learning English
	+ are off task

5. How will you set up/pose the task(s)? How will you communicate your expectations?

6. What questions will you ask to find out how learners are thinking about the task(s)? What questions might you ask to extend learners’ thinking?

7. How will you transition from one lesson segment to the next? How will you wrap up the lesson at the end and help learners summarize the main ideas?

8. How will you facilitate a discussion of the big ideas that reveals learner thinking? What is the structure of this discussion? Groups? Pairs? Whole class? Combination?

9. What kinds of artifacts will you require? How will those artifacts be used in the lesson?

10. What is the Formative Assessment you will use to monitor learning? How will you use it to make decisions during the lesson?

11. What is the Summative Assessment you will use to evaluate learning at the end of the lesson cycle? How will you determine if teaching was successful?

12. Work through (solve the problem, conduct the experiment, explore, etc.) the task yourself and predict what learners might do. Play around with it. See if you can find alternative, viable pathways through the task. Describe what you learned from doing this.

### LESSON EPISODES (In segments. No set number.)

In writing a description of your lesson, it should be detailed enough that someone else can read this document and envision the lesson as it is going to play out in the classroom. *Please add more rows as needed.*

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| Estimated time | Segment title/ description | What teacher is doing step by step (*Include specific questions that the teacher will ask as well as sample problems*) | What learners are doing (*consider transitions to the next segment and grouping*) |
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| Resources for this segment & SAFETY considerations |  |
| Things to look for during this step |  |
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| Estimated time | Segment title/ description | What teacher is doing step by step (*Include specific questions that the teacher will ask as well as sample problems*) | What learners are doing (*consider transitions to the next segment and grouping*) |
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