

Sample Planning Guide for a Directed Teaching Activity

I. Focusing Student Attention or "Warm Up:" How will an anticipatory set be established to focus student's learning and to ensure on-task-behaviour by all students?

- What will be done to help students develop positive attitudes and perceptions about the learning climate and the learning task?
- What brief task (up to 5 minutes) can I use to get the student's attention focused and prepared to think critically?
- What brief task can I use to give students meaningful opportunities for practice of a key skill (i.e., procedural knowledge) or application of essential declarative knowledge?

II. Statement of Objective: How will essential learner outcomes for the lesson be stated and communicated to students?

- What do I want students to know and be able to do as a result of the lesson?
- How will I share the lesson objective(s) with my students?
- What is the primary instructional focus of my lesson?
 - mastery of essential declarative and procedural knowledge?
 - extension and refinement of essential knowledge?
 - meaningful use of knowledge?
 - demonstration of productive habits of mind?

III. Introductory and Developmental Activities (Teacher Directed): How will the lesson be organized in order to ensure student mastery of essential learner outcomes? How will assessment of student progress be integrated into instruction?

A. Declarative Knowledge: What are the general topics and specifics of the lesson?

- What are the essential facts, concepts, generalizations, and principles that I wish to emphasize in the lesson?
- How will students be aided in constructing meaning, organizing information, and storing it in long-term memory?
- How will students experience the information presented in the lesson?
- How will students be assisted to understand the value and relevance of the content and activities presented in the lesson?
- Which habits of mind will be introduced, emphasized, and/or reinforced?

B. Procedural Knowledge: What skills, processes, competencies, and procedures do students really need to master in this lesson?

- How will I model the skills and processes in the lesson? How will students be aided to comprehend and use the skill or competency?
- How will students be aided in shaping the skills and processes in the lesson?
- How will students be aided in internalizing the skills and processes in the lesson?
- What habits of mind will be introduced, emphasized, and/or reinforced?

IV. Guided Practice Activities (Teacher Monitored): How will students be assisted to extend and refine the declarative and procedural knowledge they are acquiring?

- What information will be extended and refined?

- What activities will be used to help students extend and refine their knowledge? To what extent will student-centred activities be used? To what extent will cooperative learning structures be used?
- Which extending and refining thinking processes are most appropriate for this particular lesson: i.e., comparison, classification, induction, deduction, error analysis, analysis of perspectives, abstraction, and/or constructing support?

V. Independent Activities/Meaningful-Use Tasks (Student Alone or in Cooperative Learning Cohorts): To what extent does this lesson contribute to student's ability to demonstrate self-regulated, critical, and creative thinking? To what extent does this lesson contribute to student's ability to respond successfully to long-term, performance-based, meaningful-use tasks?

- What independent activities and tasks are to be part of this lesson?
- How do these activities and tasks reinforce student's mastery of essential learning outcomes?
- To what extent, if any, do these activities and tasks contribute to student's independent or group-centred response to an ongoing meaningful-use task involving one or more of the following processes: decision-making, problem solving, investigation, experimental inquiry, and/or invention?

VI. Assessment Activities: Throughout the course of the lesson, how will I monitor student progress?

- What strategies will I use to monitor the extent of student's mastery of identified learner outcomes?
- What formative assessment strategies will I use to ensure that student progress is monitored from the beginning to the end of the lesson?
- What summative assessment strategy or strategies will I use to ensure that all students have mastered the essential learner outcomes?
- How will I integrate metacognitive strategies into my assessment process so that students can express and monitor their own comprehension and assess themselves as learners?
- How will I balance my assessment strategies to include both oral and written communication skills?

VII. Closure Activity (Teacher Guided): Such an activity is designed to foster a sense of completion among students. It may be an essential part of the assessment process or it can function as a stand-alone activity.

- What did we do?
- How far will we go tomorrow? For our next lesson, think about...
- In your opinion, what are the most significant or interesting parts of the lesson?
- How does the lesson relate to you and the world you inhabit?