

## LESSON PLANNING CHECKLIST

### € Learning goal

- o Be sure to give the goal for the lesson, not just the activity.
- o At what point will you post this on the board? In other words, does the lesson *begin* with the goal, or does the lesson *lead into* the goal?

### € Anchor task

- o What question, problem, activity, or text will set students up ready to understand the learning goal for the day?
- o Note that the anchor task will sometimes be a problem in itself (e.g., “Let’s look at this bar model. What information is given on the model? Which bar could we consider to be the unit? How might we make the bars for each one of the three friends the same length?”), and it will sometimes be the lead-in to the problem (e.g., “Let’s read the first paragraph and then we’ll discuss it,” or, after projecting a map on the board, “What observations can we make about this map?”).

### € Agenda of activities

- o What are you accomplishing in class and in what order?
- o Do you need to post this agenda for the students to follow, or is it communicated verbally?
- o Do you have a Do Next for the students who finish ahead of others?
- o Do you have a Plan B should the lesson take too long or run short?

### € Materials for teaching to the edges

- o Would a graphic organizer be appropriate? Which one?
- o Are other materials (e.g., audiobooks) appropriate?

### € Students on the edges

- o Are you planning for the strongest students?
- o What accommodations (per an IEP, 504, or ELL plan) need preparation?

### € Formative assessment

- o How will you check for understanding?
- o What is your threshold for class mastery?
- o What is your plan for those who have not made progress toward the learning goal?

### € Homework

- o What homework assignment will be meaningful, useful, applicable, and doable?