

mspinnyc Lesson Planning Guide

What Year/Unit/Lesson is this document for:

List the members of your working group:

What are the objectives or goals for the lesson?

Topic or fact based:

Contextual—how does it relate to helping you solve the unit question?

Pedagogical—are you teaching a skill (research, critical thinking, etc)

What are two major places in your lesson that you expect students to have difficulties? (Think about the skills, content, and the context)

1.

2.

What evidence will you look for to determine what students know and can do during your lesson? State when you will should see this evidence.

How do you plan to assess student understanding during the class?

1. **Overarching question—if students can answer this, then they “get it”**

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2. Supporting questions—list 5 major questions that support the overarching question and are pivotal to the lesson—note a good time to ask these

a)

b)

c)

d)

e)

Student misconceptions — How have you incorporated knowledge of common student misconceptions or misunderstandings into your lesson design? (*List 3 ways*)

a)

b)

c)

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Using the information above—fill in the chart below. This document should be the document in your hand as you teach the lesson. Everything you need to consider, ask, remember, should be documented here.

<i>Student Activities: What are the students supposed to be doing?</i>	<i>Teacher Activities: What are you doing? What questions should you ask to support student work?</i>	<i>Points of evaluation: Anticipate student responses and what you will do as a result.</i>

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