

Guiding Questions for Lesson Planning

To prompt thinking while designing instruction to support effective lessons

DAO

- What are learners learning about today?
- What will learners need to be able to do by the end of the lesson?
- What makes today's learning unique from yesterday and tomorrow?

BELL RINGER/REVIEW

- What information do I need learners to recall?
- What content/skill do learners need additional practice with?
- What could I have my learners consider to prepare their minds for today's lesson?

CORE INSTRUCTION

- What new info or skill do I need learners to learn today?
- What must I clearly explain for learners to apply the skill with minimal support?
- What parts do I need to describe/model/prompt?
- What common errors may learners make with this concept? How will I address them?
- How will I continuously monitor learning *DURING* core instruction?

CHECKING FOR UNDERSTANDING

- What are the main concepts along the way that I need to monitor for learner understanding?
- What specific moves will I make to check for understanding (questions, tasks, etc.)?
- What opportunities will I provide for learners to demonstrate understanding during *all phases* of the lesson?
- How will I know if each of my learners is understanding or not?
- How will I know what specific misunderstandings my learners have?

GUIDED CORE INSTRUCTION

- What is the best way for my learners to apply what they are learning in this lesson?
- How much practice time should I plan for the concept being taught?
- What common errors will I watch for?
- How can I identify learners who need additional support?
- How can I structure this lesson to free myself to be able to provide additional support for learners who are struggling?

DAO ASSESSMENT

- How will we know that they've learned what was intended for the lesson (success criteria)?
- How will EACH of my learners demonstrate (to me and to themselves) if they learned what was intended?
- How will I match the performance expectation of the assessment to the instruction I provide?
- How can I design the assessment to provide feedback to myself and my learners about their learning?

INTERVENTION

- What assessment will I use to determine if a learner needs intervention support?
- What is the specific learning goal for the learner?
- What instruction will I provide to teach the specific learning goal?
- How will I structure class time so learners not involved in interventions are also engaged in meaningful learning?
- How will I determine if the intervention meets the specific learning goal for the learner?