

EDWARDS MIDDLE LESSON PLANNING EXPECTATIONS – see template on back >

Always use this questioning guide as you lesson plan:

- **Thinking Objectives:** What thinking skills do I want students to practice and develop?
- **Mastery / Learning Objectives:** What will the students learn by the end of class today? (Bloom's)
- **Coverage:** What knowledge, skill, or concept am I teaching?
- **Engagement:** How can I get students really engaged and involved?
- **Activities:** What activities will take place during class in support of these objectives?
- **Assessment:** How will you know what students have learned during class?
- **Homework:** How will learning be extended and reinforced beyond the day's lesson?

Use this five-step approach to plan and pace a 60-minute or 80-minute class period:

This general class format is consistent with the expectations of district curriculum: Math/CMP2/Algebra 1, ELA/America's Choice / Readers & Writers Workshop/Holt McDougal Littell, Science/FOSS, and Social Studies/History Alive. Recommended times and activities are flexible.

1. **Warm-Up / Do Now:** A starting routine that takes place every day. Review important material, lay the foundation for a day's lesson, and activate prior knowledge. Check homework during the warm-up and follow with a review of the day's objectives and activities. Students are accountable for completion of the warm-up activity.
 - **60-minute class** = 2-7 minutes
 - **80-minute class** = 2-10 minutes
2. **Mini-Lesson / Launch:** A period of direct instruction in which specific content and/or specific learning strategies are taught to an entire class. Students could take notes to remain active during this portion of the lesson. Students are accountable for their notes.
 - **60-minute class** = 7-15 minutes
 - **80-minute class** = 10-20 minutes
3. **Exploration / Group or Independent Work Period:** A period of independent or group work during which students practice, explore, or apply the content and skills taught during the mini-lesson. During this flexible work period, teachers may conduct conferences, observe individuals or groups, or provide help or support as needed. Individuals and/or groups are accountable for completion of the daily assignment or activity.
 - **60-minute class** = 15-25 minutes
 - **80-minute class** = 20-50 minutes
4. **Summary / Sharing / Reflection:** A period in which teachers or students may share, summarize, or reflect on the days' learning. This is a good time to revisit the objective and try to reinforce key learning. Students can be accountable for participation, presentation to the entire group, reflection on their learning, communication of key ideas/information in writing or out loud.
 - **60-minute class** = 7-10 minutes
 - **80-minute class** = 10-20 minutes
5. **Closing Procedure:** A closing routine that takes place every day. Students must record homework in their agenda books. Notes and homework papers should be properly filed away. Certain students should be assigned clean-up or organizing jobs that can take place during closing procedures.
 - **60-minute class** = 2-3 minutes
 - **80-minute class** = 3-5 minutes

Blackboard Configuration:

- Post a SWBAT daily Objective & a language objective for every class.
- Post a daily agenda for every class. (the agenda should specifically label steps #1-5 listed above)
- Post homework daily for every class.



Lesson Must-Haves:

- Utilize regular opening and closing procedures daily.
- Plan and energetically deliver multiple and varied learning activities in every lesson, with high levels of differentiated instruction within all settings and classrooms.
- Apply multiple checking-for-understanding strategies throughout each lesson.
- Include time for students to record homework and deadlines in their agenda book.
- Daily Assessment (formal or informal) that measures student learning of mastery objective.

BOSTON PUBLIC SCHOOLS



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