

Teach with Tech Lesson Plan Template -- **EXPLAINED**

Teacher:	Date:	Unit:	Class & Block:
<p>Reflect on your last lesson with this class. What worked and what didn't? Why do you think this happened?</p>	<p>I think that most teachers teach their lessons and then move on to the next task without truly reflecting on what happened. Yes, you could put this at the end of the lesson template for the previous lesson, but will teachers really take the time to complete it? And if they do, will they refer back to it for the next lesson? Having the reflection here is so they are reflecting at a time when they will use it immediately afterward.</p>		
<p>What is your learning target(s)? Write it in student-friendly language?</p>	<p>Students should be aware of what they are learning before the lesson starts so they can organize the prior knowledge and try to relate to the content.</p>	<p>What standard(s) are your students learning?</p>	<p>Standards are next to the targets because these two items should be aligned.</p>
<p>How will you get your students excited about learning in the first 5 min. of class?</p>	<p>When students enter the room and get settled, they are in the best possible state to absorb information and be captivated by the lesson. This is referred to as the primacy effect. Or, think of it as your daily first impression. Win the first 5 minutes by having an engaging lesson hook and you will win the class.</p>		
<p>How will you incorporate communication, collaboration, critical thinking, and/or creativity? Incorporate at least 2.</p>	<p>I truly believe that students need to talk about their learning as well as argue, debate, question, research, theorize, and think deeply about the content. You may be wondering where the actual lesson activities are included in this lesson plan. They'll be added to this box through the reflections box as answers to the ?s.</p>		
<p>How will you offer students voice and choice in path, place, pace, or product?</p>	<p>Nothing wins over students better than empowering them in the classroom by giving them a voice in what they do, how they learn, who they learn with, when and where they learn, and choices as to what they produce to demonstrate their learning. This question will lead teachers to truly consider implementing student-centered activities over teacher-centered activities.</p>		
<p>How will you assess your students learning in at least 2 ways?</p>	<p>Of course, teachers need to know if students are learning. These assessments could be formative, summative, games, reflections, presentations, discussions, etc...</p>		
<p>How will students get timely feedback during the lesson?</p>	<p>Students need feedback DURING the learning process when they are most likely to use it, not long after the lesson has ended and they no longer care. This box goes beyond the assessment question by asking teachers to incorporate opportunities for students to learn from critiques of their work. This could include peer or automated feedback rather than feedback directly from the teacher to each student.</p>		
<p>How will students reflect on their learning?</p>	<p>Even though many teachers think reflections take too much time, it is so critical to student learning that they reflect on the lesson. Think KWL Chart, 3-2-1 activity, journaling, etc... You could even give this for homework. The act of reflecting synthesizes their understanding of the material and how they performed as a learner. Learning how to learn can happen here.</p>		
<p>How do you build relationships in this lesson?</p>	<p>We all know that relationships are at the heart of great teaching and learning. This box can be anything from small group conversations to one-on-one conferences, to "How do you feel today" sticky notes, etc...</p>		

	Teachers should consciously think about building relationships in each lesson. It won't happen by accident.
<i>Optional:</i> What higher levels of thinking are included in your lesson?	If your teachers predominantly hold low expectations of their students or ask them mostly low level questions, perhaps asking them to add activities or questions that require higher levels of thinking is appropriate. Another way of wording this question may be "How will you challenge your students to think deeply?" Refer to the Depth of Knowledge Model or Bloom's Taxonomy to spark some ideas.
<i>Optional:</i> How will you incorporate brain breaks into your lesson?	This question is particularly important if you teach long 90+ minute blocks. I read more and more articles about the vital importance of breaks for students in which they are changing state (getting up, walking, talking, etc..). They don't have to be structured brain breaks , but simply free time for students to rest. If your class is particularly squirrely one day, try negotiating with them. "Give me 15 minutes of focus and I'll give you 10 minutes to relax." You'd be amazed at how much more you get done compared to battling for your students attention the whole time.

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