



ANATOMY OF AN FEI LESSON PLAN

Lesson Preparation: Goals for the Lesson		Objectives will be very specific, achievable, and measurable.
Objective of the Lesson		They should describe the content and skills to be explored, the analysis, evaluation and synthesis activities students will engage in, and the learning strategies that will support this work.
Learning Strategy	Resources	<p>Strategy Goals: There are 3 sets of strategy goals, at least some of which are likely to be unfamiliar to teachers:</p> <p>a. Using Literacy Strategies: prediction, determining importance, questioning, inferring, visualizing, and synthesizing.</p> <p>b. Developing metacognitive thinking skills, such as planning, monitoring one's understanding, employing fix-it strategies, and reflecting on one's learning.</p> <p>c. Learning higher-order thinking skills: analysis, evaluation, synthesis and creation.</p>
Common Core Standards	Key Vocabulary	
<p>Launching the Lesson: 20% of the Lesson</p>		
Instructional Steps for Building Background	<p>Some Techniques:</p> <ul style="list-style-type: none"> • "Do-Now" • Think-Aloud • Simulation/Demo • Mini-lecture • Model • KWL chart • Anticipatory Guides • Think-Pair-Share 	<p>The Launch is designed to do some of the following for each category of goals (content, skills and strategy):</p> <p>a. Activate students' prior knowledge and experience;</p> <p>b. Provide students with critical background information that they will need in order to understand the new material;</p> <p>c. Teach students to make connections between, and apply, prior knowledge to new material;</p> <p>d. Introduce new material.</p> <p>Note: Teachers often do this very well for skill and content goals, but tend to be less familiar with how to do this with strategy goals.</p>
<p>Students Investigate New Learning 60% of the Lesson</p>		<p>This part of the lesson should provide students with two layers of scaffolding: time to practice new using new material, as well as an opportunity for them to apply new learning to a new circumstance or situation.</p> <p>This part of the lesson should be designed to maximize student opportunities to collaborate in pairs and small groups, to present and listen to each other, and to work 1:1 with the teacher.</p> <p>It is while students are practicing and applying new learning that a teacher can begin to differentiate instruction in a range of ways: according to student interests, according to gaps in their skills and content knowledge, or according to the current state of their higher-order thinking skills.</p> <p>While students are working together, the teacher should be engaged in checking for student understanding through the use of 1:1 or small group conferences. Data gathered during these conferences will inform the lesson preparation for the following day.</p>
Steps for Independent Work	<p>Some Techniques:</p> <ul style="list-style-type: none"> • Group-Work • Paired Work • Creation of a Product: model, video, newspaper, analytic essay, resume • Rehearsal for a presentation • Debate • Discussion 	

ANATOMY OF AN FEI LESSON PLAN

Lesson Preparation: Goals for the Lesson	
Students Synthesize New Learning 20% of the Lesson	
Assessment of new learning:	<p>Some Techniques:</p> <ul style="list-style-type: none"> • Ticket-to-leave • Dip-sticking • Written Reflection • Whole Group Sharing • Think-Pair-Share • Complete KWL chart • Listing • Performance • Quiz/Test
Reflection on new learning:	

The final part of the lesson is devoted to helping students synthesize their learning of ALL of the articulated content, skill and strategy goals. It is critical to track student progress around each set of goals. Note: Strategy assessment and reflection may be somewhat unfamiliar to teachers.

Assessment: This can be summative or formative, and should be very tightly linked to the articulated content, skill and strategy goals. This linkage is quite difficult to achieve.

Reflection: This provides students with an opportunity to strengthen the second strategy goal: metacognition.