



FEI LESSON PLANNING GUIDE

1. Explain how you chose the topic of this lesson: why is it appropriate?
2. AIM/ Objective/Goal of the Lesson
 - How did you create the “Objective” of your lesson?
 - What did you consider?
 - How did you decide which level of Bloom’s Taxonomy to work on?
 - What were some of the 1st objectives you created, that you discarded because they were at the lowest levels of Bloom’s Taxonomy?
3. Resources
 - Is there a central text for this lesson? Is there more than one text?
 - How will the selected text(s) work for students who cannot read it effectively?
 - Is it possible to find any texts that use different media?
 - How will materials be adapted for ELL’s and Sped students?
4. Learning Strategy
 - I picked this learning strategy because...
 - I’m expecting it will help students by...
5. Mini-Lesson
 - Given the topic of the lesson and the selected learning strategy, what are the most important ideas for me to teach directly?
 - How will I teach them: Modeling? Read-aloud? Showing an Exemplar? Lecture?
 - Which few vocabulary words/terms/concepts do I HAVE to teach in order to make this lesson successful?
 - How should I teach these words? Am I expecting students to actually LEARN the words, or do I just need them to be able to figure them out quickly as they are reading, so they don’t get bogged down? Do I want to teach them strategies for learning words (a mini-lesson in and of itself)? Etc...
6. Practice
 - What’s the best way to give students an opportunity to practice their new learning?
 - What level of Bloom’s is this activity? How does this mesh with the level of the Objective: will this sort of practice help the students get to the Objective?
 - What materials do I need to give the students so that they rely on me as little as possible?
 - What will I be doing while students are practicing? Who will I be interacting with?
 - How will students be interacting?
 - How will I make sure students understand what they are practicing, in real time?
 - How much time will students be practicing?

7. Application

- What's the best way to give students an opportunity to apply their new learning to a different context?
- What level of Bloom's is this activity? How does this mesh with the level of the Objective: will this sort of practice help the students get to the Objective?
- What materials do I need to give the students so that they rely on me as little as possible?
- What will I be doing while students are practicing? Who will I be interacting with?
- How will students be interacting?
- How will I make sure students understand what they are practicing, in real time?
- How much time will students be applying material?

8. Assessment

- What question(s) can I ask students that will let me know that they have learned the objective?
- How do these questions differ from the Practice/Application Activities: how do they push students to make new meaning from the practice and application activities?
- What level of Bloom's are these questions?
- How will you assess the students' use of the learning strategy?
- What format will I use to ask these questions: Exit-Ticket, Quiz, students working in pairs and then sharing, round-robin, journal entry?

9. Reflection

- How can I ask students to reflect on their new learning?
- How does this reflection help them think about their learning process: what works and doesn't? how they know what they know? What they did to make sure they learned what they needed to learn, etc.
- What format do I want to use for this reflection: Exit-Ticket, Quiz, students working in pairs and then sharing, round-robin, journal entry?