CONCEPT-BASED LESSON PLANNING PROCESS GUIDE

Note: The shaded areas indicate the shifts from more traditional lesson planning to a concept-based instructional design and asks teachers to metacognitively reflect on their planning. The red cells and shading indicate the primary focus of our work at the Institute. **The process guide is to help make visible "the invisible thinking" in which teachers engage as they plan lessons**. The guide is not intended to suggest that templates in use by teachers or in districts should be replaced; in fact, the process guide may be a valuable tool when used "side-by-side" with other lesson planning templates or tools. The intention is to illustrate the type of questioning that should occur consistently with any planning process when considering the instructional shifts implicit in the Colorado Academic Standards.

Shift in Instructional Design	Lesson Elements and Design	Metacognitive Reflection
The Unit Generalization and Focusing Lens asks students to …	**Lesson Focus:** *(Connection to Generalization and/or Focusing Lens in the District Sample Curriculum Project)* Gen: Short term and long term consequences from bullying result from the lack of respect for or intolerance of differences. Focusing Lens: Perspective/Consequences Hook Questions: 1. What are the consequences of bullying? 2. How do people become prejudiced?	*How does this specific lesson advance the big idea or generalization of the unit? What connections might be made between other content areas?*
This lesson objective / learning target is critical to student understanding because…	**Objectives / Learning Targets:** *(Key knowledge & skills students will master in the lesson)* *(Language may be pulled from the task in the Learning Experience:"…so that students can…")* The teacher will discuss the short term and long term consequences of bullying so students can analyze the impact of the lack of respect for or intolerance of differences.	*In what ways does the learning target support the generalization?*
Instructional strategies	**Instructional Strategy Menu (not exhaustive):** • *Teacher-provided inquiry questions* • *Think- aloud* • *Close reading protocol* • *Hands-on/experiential* • *Direct instruction* • *Collaborative groups*	*Which instructional strategies will foster learning the lesson's skills, processes, or content?*

In the first 3-7 minutes of the lesson,	*Opening (hook / anticipatory set / lesson launch)* 1. What are the consequences of bullying? 2. How do people become prejudiced? **Instructional Strategy chosen:** Think - aloud **Why is this strategy impactful:** (*In what ways does this strategy move the learner toward meeting the learning target? How would this strategy ensure all students, with differentiated needs, could feel successful?*) It helps students make connections and reflections to their own experiences. **How does this strategy support meeting the "just-right challenge," or "building relationships," or "creating relevancy," or "fostering disciplinary literacy"?**	*In what ways does the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)?* *In what ways does the chosen strategy(ies) work toward a larger purpose (e.g. increasing collaboration; interacting with complex texts; situating students in real-life, relevant experiences; increasing student agency; stimulating student discourse; etc.)?*
The Learning Experience will	*Learning Experience / Lesson* 1. The teacher will read the short story, "My Most Humiliating Jim Crow Experience" from the Langston Hughes Reader. 2. The teacher will set up the scenario for students to perform the role play from the short story. 3. The teacher will discuss with the students the roles of a bully, being bullied and being a bystander. 4. Students will role play the scenario from the short story 5. Students will analyze individually and then as a group, the impacts of being a bully, being bullied and being a bystander. **Intructional Strategy chosen:** Close Reading, Hands on and collaborative group **Why is this strategy impactful:** (*In what ways does this strategy move the learner toward meeting the learning target? How would this strategy ensure all students, with differentiated needs, can feel successful?*) The close reading helps students to more closely identify who the characters are the bully, being bullied and the bystanders. The hands on experience of the role play, brings to life each of the roles of the bully, the one being bullied and the bystanders. By using the collaborative group discussion, students are able to reflect upon and connect to their own personal experiences of being a bully, being bullied and being a bystander. **How does this strategy support meeting the "just-right challenge," or "building relationships," or "creating**	*In what ways does the chosen strategy cement the learning?* *What evidence will show that the strategies impacted student learning? Were the strategies effective through the learning process?*

	relevancy," or "fostering disciplinary literacy"?	

The closing activity reinforces the learning.	*Closure*
	Students will have a group discussion to reflect on:
	Why have students identify times when they have been bullied, times when they were a bully, and times when they were bystanders?
	
	Instructional Strategy chosen: Think Aloud
	
	Why is this strategy impactful:
	(*In what ways does this strategy move the learner toward meeting the learning target? How would this strategy ensure all students, with differentiated needs, could feel successful?*)
	This strategy allows students to be reflective about:
	    • How to respond appropriately to bullying and teasing
	    • How to be an advocate and intervene when someone is being bullied
	    • How to develop strong communication, acceptance and empathy for others
	
	How does this strategy support meeting the "just-right challenge," or "building relationships," or "creating relevancy," or "fostering disciplinary literacy"?	

Technological resources that will support student learning and move students toward the learning target.	*Technological Resource and application:* **How: In what ways does this chosen resource support meeting the "just-right challenge," or "building relationships," or "creating relevancy," or "fostering disciplinary literacy"?**	*How will my students and I strategically use technology resources to enhance the learning experience (and support "meetingthe just-right challenge," "building relationships," "creating relevancy," and/or "fostering disciplinary literacy")?*
Formative assessment will be a quick Check for Understanding in which students will demonstrate they are or are not on track.	*Formative Assessment* Students will analyze individually and then as a group, the impacts of being a bully, being bullied and being a bystander. **Formative Assessment tool/method:** Think aloud/ group discussion **Learning indicators of success:** (*What evidence will show that the learner is moving toward mastery of the learning target?*)	*What "indicators of success" will show that the students are gaining mastery?* *How will I use that evidence in a feedback loop?*

Reflection: (What are the *strengths in the lesson plan? What changes would I make in the lesson plan for next time*?)	
Connection to Performance Goal: (*What did I do in this lesson that gives evidence or may be used as an artifact for my professional growth plan?*)	
Student Feedback: (*What did students say about the lesson? Did they find it engaging, interesting, appropriately challenging? Did their feedback confirm my own perception of the the lesson?*)	

Time Suggested	
Materials Needed	
Co-teaching Opportunity	
Cross-Content Connections	