**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: Application of sequencing and rhythm enhances creative movement demonstrations.  Focusing Lens: Sequencing/object manipulation  Hook Questions:   1. Which sport would be easiest or hardest to integrate into a movement routine, and why? 2. How do you combine several movement patterns into an organized sequence? 3. How do you create movement patterns while using objects? | *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 provide various manipulatives so students can begin transforming movement patterns into routines. (e.g., basketball, ribbons, jumping rope, hula hoop, hacky sacks, juggling scarfs). | *In what ways does the learning target support the generalization?* |
| ***Instructional strategies*** | **Instructional Strategy Menu (not exhaustive):**   * *Teacher-provided inquiry questions* * *Think- aloud* * *Hands-on/experiential* * *Direct instruction* * *Collaborative groups* * *Visuals/Technology* | *Which instructional strategies will foster learning the lesson skills, processes, or content?* |
| ***In the first 3-7 minutes of the lesson,*** | ***Opening (hook / anticipatory set / lesson launch)***   1. How do you combine several movement patterns into an organized sequence? 2. How do you create movement patterns while using objects?   **Instructional Strategy chosen:** Hands-on/experiential  **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 begin to experience performing different movement patterns within an 8-count sequence.  **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.)?*        *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?* |
| ***The Learning Experience will*** | ***Learning Experience / Lesson***   1. The students will participate in the “8-count Relay” warm-up. In this relay, students will travel across the room using different locomotor patterns, perform an 8-count nonlocomotor sequence using various manipulatives, and then travel back to the group to switch. 2. The instructors will demonstrate a 16-count dance routine for the students to provide a visual idea of what appropriate sequencing looks like. 3. Students will be placed in partners and will create a 16-count dance routine that includes different locomotor movements, levels, and formation changes. 4. Each pair will combine to make groups of four students. These groups will integrate their sequences to make a 32-count dance routine and include an ending pose. 5. Each group will present their routine to another group and give each other peer-feedback (“One glow, one grow”).   **Instructional Strategy chosen:** teacher modeling, teacher-provided inquiry questions, collaborative groups, hands-on experiential.  **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 teacher modeling provides students with a visual representation of what organizing dance sequences into a routine looks like.  The teacher-provided inquiry questions allows students to reflect on the successes and difficulties of each group’s dance routine. Pausing to ask students what they notice about different routines. What works? What doesn’t work so well and why? Teachers will guide student thinking to build some commonalities for successful organize dance sequences.  The collaborative groups allows students to work together, contribute ideas, and provide demonstrations for one another to create a 32-count dance routine.  The hands-on experiential strategy provides opportunities for each group to contribute ideas within a group setting and select the final sequences to place into a 16-count and 32-count dance routine.  **How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?** |
| ***The closing activity reinforces the learning.*** | ***Closure***  Each group will complete a Google Form titled, [“Dance Self-Assessment”](https://docs.google.com/forms/d/e/1FAIpQLSfQSJF9WfrDg6q4yg-jOF5yMNx2EEmgje-0hPd49mJKfz1XSw/viewform?usp=send_form) that allows the group to discuss the lesson’s concepts such as movement patterns, levels, and locomotor/non-locomotor patterns.  **Instructional Strategy chosen:** think-aloud, teacher-guided inquiry questions, technology  **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?)*  The think aloud strategy allows students to self reflect on their group’s routine, how they tied in the lesson’s concepts, and relate the movement concepts to other physical activities.  The teacher-guided inquiry questions and technology strategy (Google Form, [“Dance Self-Assessment”](https://docs.google.com/forms/d/e/1FAIpQLSfQSJF9WfrDg6q4yg-jOF5yMNx2EEmgje-0hPd49mJKfz1XSw/viewform?usp=send_form)) are effective strategies for the instructors to facilitate/assess group discussions and provide points for further instruction.    **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:***   * *PowerPoint* presentation for visuals * Music for rhythm * Google Form for reflection   **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 “meeting the 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***  Self reflect on the group’s routine, how lesson concepts were incorporated, and relate the movement concepts to other physical activities.  **Formative Assessment tool/method:**   * Peer feedback “One Glow, One Grow” * Self-assessment, Google form, [“Dance Self-Assessment”](https://docs.google.com/forms/d/e/1FAIpQLSfQSJF9WfrDg6q4yg-jOF5yMNx2EEmgje-0hPd49mJKfz1XSw/viewform?usp=send_form)   **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*** | * Various PE equipment (e.g. hula-hoops, lacrosse sticks, fitness dice, gator balls, jump ropes, etc) for the warm up. Also provide these implements for when the students create their group routine. * Cards with cartoon characters (e.g. *Flintstones*, *Family Guy, The Simpsons,* etc.) for student grouping. * PowerPoint presentation to supplement instruction and the “Dance Bank” * “Word Wall” poster with locomotor and nonlocomotor movement patterns * PE iPads for reflection. |
| ***Co-teaching Opportunity*** | * PE instructors can co-teach with music or dance instructors since the content between these classes is relatable. PE instructors can also divide this lesson into parts for team teaching. |
| ***Cross-Content Connections*** | * Rhythmic counting-sequencing related to Music class * Rhythmic movement related to Dance class * Understanding patterns in movement can be more efficient just like certain math strategies can be more efficient than others. |