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:** Changing Environments: How does the relationship of the structure of the Earth and it process work to create and destroy.	*This focus has a large focus in systems thinking. In 6th grade, students should be looking at systems in various contents (Western Hemisphere History, Geography, etc).*
This lesson objective / learning target is critical to student understanding because…	**Objectives / Learning Targets:** *Skills students will learn:* *Change and interactions of systems: This is critical for student understanding so that student can evaluate the parts of a system and how those parts have a role in the connection of the functionas of the system as a whole*	*In looking at how the envorment has a variety of systems and those systems are key to creation and destruction of surfaces and features, we can connect to the learning targets.*
Instructional strategies	**Instructional Strategy Menu (not exhaustive):** *Project Based Learning Lesson* *Student-generated questions* *Teacher-provided inquiry questions* *Think- aloud* *Teacher modeling* *Close reading protocol* *Hands-on/experiential* *Direct instruction* *Collaborative groups* *Socratic Seminar*	*All of these strategies are part of the process but nitlimited b the mode Project Based Learning. Each mode could happen depending on the readiness of the students.*

In the first 3-7 minutes of the lesson,	**Opening (hook / anticipatory set / lesson launch)** **Instructional Strategy chosen:** Students choose a system (daily routine, afterschool, school schedule) diagram it, explain it. Then, remove or add parts and revise a prediction as to how that system would be altered. **Why is this strategy impactful:** This strategy gets student thinking about their own sytems and that even small changes can have large impacts on how the system functions after or they find that not all changes create predicatable outcomes. **How does this strategy support meeting the "<mark>just-right challenge</mark>," or "<mark>building relationships</mark>," or "<mark>creating relevancy</mark>," or "<mark>fostering disciplinary literacy</mark>"?** Student have the ability to go as in-depth as they would like. If a student chooses a system that is simple, they may have an opportunity to complete the analysis of another system, while student that think at the higher levels may only get partially through.	*Having the ability to "own" the first learning in this unit about change and interactions of systems, students build the foundations of looking at things in a different manner.* *Looking into personal situations creates a relevant task on the onset of the learning. The students look at things with an iquiry perspective versus accepting the outcomes as they are presented. It helps in the creation of understanding how to find the "why".*
The Learning Experience will	**Learning Experience / Lesson** **Instructional Strategy chosen:** Students will then take an Earth system (phenomenon) and deconstruct the event for its parts as they exist now. Looking for the creative/deconstructive events that this system causes and how do people, plants, and animals react. Students would take time to look at the cuases and effects, dissect the parts from the whole, and look at the connections amongst various system in the rooms. They would then create a room "web" of the various features and phenomenon and decide how they are connected and what happens if that connection was lost. **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?*) **How does this strategy support meeting the "<mark>just-right challenge</mark>," or "<mark>building relationships</mark>," or "<mark>creating relevancy</mark>," or "<mark>fostering disciplinary literacy</mark>"?**	*The learning is this activity impacts students ability to find the eceassry information to describe the process they are investigating. Then woula lso need to make relevant coneections to others content and express the learning in an individualized way.* *Student products or process will be evidence on how the strategies are being infused into the learning. Let students guide the strategies and make sure to capture any new pieces that can float to the surface.*
The closing activity reinforces the learning.	**Closure** **Instructional Strategy chosen:** Create a reflective environment for student to summarize how they were able to reach the intended goal that was identifies at the beginning. This could be running through an example or have stuent showcase to other teams of students, parents, teachers. Provide questions to ask. **Why is this strategy impactful:** Students need to have a deeper understanding of the content as well as develop the skill of communiting, evaluating, and creating.	

	How does this strategy support meeting the "<mark>just-right challenge</mark>," or "<mark>building relationships</mark>," or "<mark>creating relevancy</mark>," or "<mark>fostering disciplinary literacy</mark>"? Student will have the opportunity to express the learning and refection that is meaningful to them. It will not be a teacher directed exercise where one answer is what I am looking for. These students will get valuable feedback from those they share with and where they could have improved as well as the places they excelled.	
Technological resources that will support student learning and move students toward the learning target.	*Technological Resource and application:* These resources will vary: (Internet, Ipads, cameras, audio tools, printers, etc) This will be dependant upon the level and readiness of the students. Website design. How: In what ways does this chosen resource support meeting the "<mark>just-right challenge</mark>," or "<mark>building relationships</mark>," or "<mark>creating relevancy</mark>," or "<mark>fostering disciplinary literacy</mark>"? Student will have the opportunity to build the product of their choice using the technology tools available to them throughout the process. They have the understanding that some tools may be more untilized over others based upon the previous exposures in units and lessons prior.	*Tool in technology need to be purposeful. Just typing in a document and not having something "new" being tried and refined is a loss. Students need to expand the comfort level they have with a tool and take it to the next level.*
Formative assessment will be a quick Check for Understanding in which students will demonstrate they are or are not on track.	*Formative Assessment* **Formative Assessment tool/method:** background material gathered, technology component integrated and how, presentation material outlined, text evidence, practice sessions of connecting ideas with peers, vocabulary usage **Learning indicators of success:** *Student generated checkpoints. Interest level differentiation. Collaborative learning progression rubric*	

Reflection: (What are the *strengths in the lesson plan? What changes would I make in the lesson plan for next time*?)

This unit is very student directed. Building up to this unit near the end of the year or near the middle of the year to allow students to begin the transistion of owning the learning and knowing how to go about the tasks independently. I would take the lesson and move it further into the year. Student were still getting use to the setting and procedures of the class and relied heavily on the teacher directed models they were expecting.

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?*)

For my current goal (collaborating with students) this plan allows for plenty of opportunities for student checkins and student/teacher feedback sessions. Students completed self check points or a learning log to work with me on progress.

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?*)

Students struggled with the opening parts (making connections), needed some prompting to move forward. Adjustment to be made would be to front load the connections and have students place them in a proper order. Make it a game and time it and offer multiple places to practice.

Student did enjoy the opportunity to choose an Earh process/phenomenon. Keep it limited to a critical few systems that ALL student should learn that may be jumping off points for maybe a group activity before moving to individual work time to create the final product.

Students near the completion of the final prouct really began to make larger, over arching, connections to the work of the other students. They requested a larger area and wanted to showcase to the other students in the school/parent/staff.

Time Suggested	2-3 days
Materials Needed	Variable
Co-teaching Opportunity	Math, Social Studies, Informal educators experiences
Cross-Content Connections	Social Studies, language arts, PE, Art