

Lesson Planner

A

PEAK Lesson Planner

Flex as needed to ensure student success

Teacher:
Subject:
Date:
Topics:

D

Time	Lesson Phase	Specifics	Possible Ideas										
5 to 10 mins	Warm up or Bell Ringer (Drip)	Typically distributed practice prompts questions or problems – may or may not build in incremental development. Relatively easy and comprised of content from previous units	<ul style="list-style-type: none"> 3-8 questions from old content Use with "old" objectives on the next assessment 										
½ to 2 mins	Sprinkle	Sprinkle of Future content	<ul style="list-style-type: none"> Choral repetition Tell 5 people See it, Hear it, Say it Word Splash over essential terms of a future unit Talk about content poster 										
5 to 10 mins	Drip	Focus on Previous content and/or Home Fun. Learning Support Stations should be included.	<ul style="list-style-type: none"> Processing Loops Team Huddle Partner Review 										
5 to 20 mins	Soak	Soak of new content from the current unit, with a 1 minute "frame"	<ul style="list-style-type: none"> Aligned with "New" objectives on assessment Processing Loops should come after each item you want them to remember and at least 1 processing loop every 5 minutes 										
5 to 10 mins	Shower	Shower of future content	<ul style="list-style-type: none"> More in depth than a sprinkle Vanishing Vocabulary Word Splash, going a little deeper TRQ 										
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½ to 2 mins	Sprinkle, Shower, or Drip Transition	Sprinkle or shower future content or quickly drip past content	<ul style="list-style-type: none"> Used as closure for today's lesson and at the same time, it connects to an old essential learning and/or a future essential learning 										
3 to 7 mins	Cool Down (Drip)	Include distributed practice and/or incremental development and/or practice of current content	<ul style="list-style-type: none"> Door Pass Aligned with "Old" objectives on assessments 										
<table border="0"> <thead> <tr> <th>Pre Instruction</th> <th>Focused Instruction</th> <th>Focused & Post Instruction</th> <th>Focused & Post Instruction</th> <th>Additional Strategies</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Posters Placed Verbal Seeding Poster Observations Poster Learning Example Observations See, Hear, Say, Write It Choral Repetition Song/Chant PEAK Concept Cards' Start Word Splash Early Physical Reps TRQ Table Jam Vocab. Cards – Start Dice Game Team Huddle Give 'n Get Search and Rescue Vanishing Vocabulary </td> <td> <ul style="list-style-type: none"> Single Step Processing Response Journals Written Explanations Interactive Notes Copy Me Teaching TRQ T-Chart or π Chart Gallery Walk Notes </td> <td> <ul style="list-style-type: none"> Concept Bundles Concept Cards Conceptual T-Charts Defending Preferences Depictions Deuces Wild Dice Game Five Liners Flow Chart (P) Flow map Four-Two-One Four Ways Give 'n Get (D) Icons Interactive Notes M-4-2-1 (P) </td> <td> <ul style="list-style-type: none"> Metaphors and Analogies Multi-Flow Map (D) No Peeking (D) Partner Review Physical Representations Search and Rescue Student-Dev. Posters Survivor Table Jam Table Races Team Huddle Time Olympics Total Recall Vocabulary Cards </td> <td> <ul style="list-style-type: none"> Foldable® Dbble. Bubble Map Flow Map (D) Summarize Predictions <p>Techniques</p> <ul style="list-style-type: none"> Launch Buttons 1-Step Directions Pause 'til Completion Classroom Olympics Mirror Q & D </td> </tr> </tbody> </table>				Pre Instruction	Focused Instruction	Focused & Post Instruction	Focused & Post Instruction	Additional Strategies	<ul style="list-style-type: none"> Posters Placed Verbal Seeding Poster Observations Poster Learning Example Observations See, Hear, Say, Write It Choral Repetition Song/Chant PEAK Concept Cards' Start Word Splash Early Physical Reps TRQ Table Jam Vocab. Cards – Start Dice Game Team Huddle Give 'n Get Search and Rescue Vanishing Vocabulary 	<ul style="list-style-type: none"> Single Step Processing Response Journals Written Explanations Interactive Notes Copy Me Teaching TRQ T-Chart or π Chart Gallery Walk Notes 	<ul style="list-style-type: none"> Concept Bundles Concept Cards Conceptual T-Charts Defending Preferences Depictions Deuces Wild Dice Game Five Liners Flow Chart (P) Flow map Four-Two-One Four Ways Give 'n Get (D) Icons Interactive Notes M-4-2-1 (P) 	<ul style="list-style-type: none"> Metaphors and Analogies Multi-Flow Map (D) No Peeking (D) Partner Review Physical Representations Search and Rescue Student-Dev. Posters Survivor Table Jam Table Races Team Huddle Time Olympics Total Recall Vocabulary Cards 	<ul style="list-style-type: none"> Foldable® Dbble. Bubble Map Flow Map (D) Summarize Predictions <p>Techniques</p> <ul style="list-style-type: none"> Launch Buttons 1-Step Directions Pause 'til Completion Classroom Olympics Mirror Q & D
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Lesson Planner



This version of the lesson planner is meant to actually explain many subtleties as well as model possibilities for personalizing a system that will work for you. The big word here is FLEX! Change the times ... change the order ... change it to make it work for you WHILE STILL KEEPING THE CRITICAL ATTRIBUTES IN PLACE! Don't feel that every square has to be filled in for every lesson. The planner is not meant to be rigid. It is merely a tool to help ensure that distributed practice and incremental development occur with lessons.



Again ... the times here are meant to model what's possible and not a single order that must exist in every lesson. Some teachers love to list specific times in their lessons and others might leave this entire section blank. The point that's crucial is that sprinkles and drips can be very short - a minute or less - so long as they are purposefully planned in advance.



This list is just the tip of the iceberg! Teaching for Excellence has many more tools and strategies from other workshops or trainings that can be added as well. (Consider running the strategies through the filter of the Six Keys! See Chapter 2 for suggestions about using the Six Keys)



What's cool about this section are the suggestions for how to incorporate specific strategies for a sprinkle or which activities might work for a soak or a drip. Strategies can be added to this list as they are found to be effective in a safe learning environment. What we're hoping for is a user friendly template that will work in a multitude of ways.



Warm-ups are easy old stuff, not the material from the day before. Warm-ups should be long enough to keep ALL students working successfully until time is called. What's NOT included in a warm-up is time to "go over" the material. It's old. They know it! Move on to the next phase! (Besides, your Learning Support Station took care of any question they had DURING the warm-up!)



Look for good reminders about framing new lessons, including processing loops and much more. Strategy ideas are mixed in with critical attributes of sprinkles, showers, soaks and drips ... there's a lot of information in this one page. It's worth spending some time here thinking about how this page might work for you.

