

LESSON PLANNER

PEAK Math Lesson Planner

Unit: Name the unit		Date: If applicable ...		Any Notes?	
Reminders		Develop and share 1 assessment form at the start of the unit, and also the instruction and practice items at the start. Provide adequate support stations and systems to eliminate going over warm-ups, homework and assessments. For declarative knowledge, use at least information resource and hint support stations and consider guided information resource also. For procedural, use at least answer and solution stations. Delay tests until mastery. Manage time, not numbers.			
Pre Instruction Content		Identify pre-instruction topics to be clouds, sprinkles, or showers today			
Distributed Practice & ID Topics		Identify topics for Distributed Practice or Incremental Development today			
Announcements, Materials, &/or Opening		Complete as appropriate for the lesson			
Warm-Up Topics/Items		Time About how long will this take?	Determine warm-up items and arrange from easy to most difficult. Ensure that they address previously learned material and they are easy to do. Then add at least one more set of items that are parallel but more difficult so the students can be told until you say to stop when the slowest student finishes the first set. Develop appropriate learning support stations so the warm up will NOT be gone over.		
Home Practice Accountability Strategy (Use LSS & Processing – do NOT go over Homework & Tests)		Time About how long will this take?	Determine the strategy that will be used to ensure every student can do correctly everything in the home fun/work. (Do NOT go over the home work.) Typically a cooperative structure or PEAK strategy such as Team Huddle or Table Races.		
Instructional Component Pre Inst. (Cloud, Sprinkle or Splash) Focused Instr. (New or ID) Post Instr. (DP or ID)		What Topic?	How & With What Problems? and What Learning Support (Answer, Hint, Solution Annotated Solution)		What Practice &/or Assessment Items? and What Learning Support?
Identify the component		Identify the Topic.	Identify the strategy that will be used and the specific problems that will be used in the strategy.	Identify the problems that will be used to check for understanding or ability to do the skill.	
Time How long will it take?					
Identify the component		Identify the Topic.	Identify the strategy that will be used and the specific problems that will be used in the strategy.	Identify the problems that will be used to check for understanding or ability to do the skill.	
Time How long will it take?					
Identify the component		Identify the Topic.	Identify the strategy that will be used and the specific problems that will be used in the strategy.	Identify the problems that will be used to check for understanding or ability to do the skill.	
Time How long will it take?					
Identify the component		Identify the Topic.	Identify the strategy that will be used and the specific problems that will be used in the strategy.	Identify the problems that will be used to check for understanding or ability to do the skill.	
Time How long will it take?					
Identify the component		Identify the Topic.	Identify the strategy that will be used and the specific problems that will be used in the strategy.	Identify the problems that will be used to check for understanding or ability to do the skill.	
Time How long will it take?					
Practice		LSS Provided ?	Determine the topics and levels ... and then the specific problems and questions that will be assigned for practice. Be sure to focus mostly on Distributed Practice and Incremental Development. Do NOT assign anything without adequate Learning Support to ensure that it will be done correctly.		
Pre Instruction		Focused Instruction		Focused & Post Instruction	
<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 ○ Vocabulary Cards' Start ○ Vanishing Content 		<ul style="list-style-type: none"> ○ Single Step Processing ○ Response Journals ○ T-Chart Math ○ Written Explanations ○ Response Journals ○ Π- Chart Math ○ Copy Me Teaching ○ 4-2-1 ○ M 4-2-1 ○ TRQ 		<ul style="list-style-type: none"> ○ Cartoon Conversations ○ Defending Preferences ○ Deuces Wild ○ Concept Bundles ○ Concept Cards ○ Depictions ○ Dice Game ○ Five Liners ○ Flow Chart ○ Flow Map ○ Four-Two-One ○ Four Ways ○ Give 'n Get ○ Icons ○ Interactive Notes 	
		Focused & Post Instruction		Additional Strategies	
		<ul style="list-style-type: none"> ○ Bubble/Circle Map ○ Carousel Graffiti 		<ul style="list-style-type: none"> ○ Metaphors & Analogies ○ Multi-Flow Map ○ No Peeking ○ Partner Preview ○ Physical Representations ○ Search & Rescue ○ Student-Dev. Posters ○ Survivor ○ Table Jam ○ Table Races ○ Team Huddle ○ Timed Olympics ○ Total Recall ○ Written Explanations 	
				<ul style="list-style-type: none"> ○ Alphabet Boxes ○ Fold-able ○ Dble. Bubble Map ○ Partner Review ○ Flow Map ○ Summarize ○ Predictions 	
				Techniques	
				<ul style="list-style-type: none"> ○ Launch Buttons ○ 1-Step directions ○ Pause 'til completion ○ Classroom Olympics ○ Mirror Q & D 	