**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.

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| ***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)* **The transfer of flow, speed, and sequence during movement enhances skill demonstration and utilization. Patterns, sequencing, and direction changes create dance routines.** **Focusing Lens: Flow, Speed, Levels and Directions**Hook Questions: 1. **What are the main components of dance?**
2. **Why are they important?**
 | *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:** **The teacher may review the concepts of sequence, flow, levels, speed, and direction so students can create their own dance to demonstrate their understanding of these concepts** | *In what ways does the learning target support the generalization?* |
| ***Instructional strategies***  | **Instructional Strategy Menu (not exhaustive):*** *Student-generated questions*
* *Teacher-provided inquiry questions*
* *Think- aloud*
* *Teacher modeling*
* *Close reading protocol*
* *Hands-on/experiential*
* *Direct instruction*
* *Collaborative groups*
* *Socratic Seminar*
* *Please add your own discipline-specific strategies*
 | *Which instructional strategies will foster learning the lessons skills, processes, or content?* |
| ***In the first 3-7 minutes of the lesson,***  | ***Opening (hook / anticipatory set / lesson launch)***YouTube Dance Options: <https://www.youtube.com/watch?v=P7VovsUX8KM> (Make Some Noise)<https://www.youtube.com/watch?v=npnw45S3myg> - (Watch Me) - <https://www.youtube.com/watch?v=aZLKcHd0yQg> (Chainsaw) - <https://www.youtube.com/watch?v=uMuJxd2Gpxo> (Sid Shuffle) <https://www.youtube.com/watch?v=YeLKVMO4Fwc> (Hit the Quan) **Instructional Strategy chosen: “ Pair” Share** **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?)***“Pair” Share allows students to feel safe in their learning and to reflect on their own experiences and help make those connections.**  | *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 teacher will display one of the sample videos and have students participate in the projected dance video.**
2. **The teacher will set up the scenario for students to “pair“share the concept definitions of flow, sequence, speed, level and direction and where these concepts were present in the projected dance.**
3. **Teacher provides criteria for student groups to create a dance routine where they apply various dance concepts ie. (flow, speed…).**
4. **Teacher will facilitate student groups during practice time.**
5. **Teacher provides peer checklist that students will observe and assess another peer group.**

**Instructional Strategy chosen: Collaborative Grouping****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? )***Being a part of a collaborative group encourages students to work together to achieve the end product, may encourage creativity, and definitely holds student groups accountable to the assessment criteria.****How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”? Collaborative grouping definitely encourages students to build relationships with one another while they actively creating their dance routines and also while they provide positive feedback during the peer assessment.** |
| ***The closing activity reinforces the learning.*** | ***Closure*****Students will do a walk and talk to reflect on:****If you were someone who likes this lesson, where else could you go to do more activities likes this outside of school?****If you were the teacher what would you do differently?****How could you and a friend do more activities like this outside of school?****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 is impactful because all students are given a voice to express their learning, inquiries and interests. This strategy supports building relationships within students and building connections with activity options outside of the school day.**How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”? This strategy definitely creates relevancy for those students who discover they have an unknown passion for dance and it also builds relationships with the teacher as he/she may become aware of individual student learning styles through this sharing process.** |
| ***Technological resources that will support student learning and move students toward the learning target.*** | ***Technological Resource and application:***YouTube Dance Options: <https://www.youtube.com/watch?v=P7VovsUX8KM> (Make Some Noise)<https://www.youtube.com/watch?v=npnw45S3myg> - (Watch Me) - <https://www.youtube.com/watch?v=aZLKcHd0yQg> (Chainsaw) - <https://www.youtube.com/watch?v=uMuJxd2Gpxo> (Sid Shuffle) <https://www.youtube.com/watch?v=YeLKVMO4Fwc> (Hit the Quan) **How: In what ways does this chosen resource support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”? By using one of the above dances for the “hook” of the lesson, it then allows the teacher to incorporate a review of critical dance concepts and develop relevancy for this activity. Students then use these concepts in the development of their dance routine, which is the focus of this lesson.** | *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*** Student group conversations and group dances to determine understanding[**Formative Assessment tool/method: observation, Google Form Peer Assessment https://docs.google.com/forms/d/1docsQnvqhOZ1Y\_9GV-9DTx7rYQ0JVGM0AoVDt4lKM7MX2tU/viewform**](https://docs.google.com/forms/d/1QnvqhOZ1Y_9GV-9DTx7rYQ0JVGM0AoVDt4lKM7MX2tU/viewform)**Learning indicators of success:** *(What evidence will show that the learner is moving toward mastery of the learning target?)***Student groups will create and perform a dance for peers meeting the above mentioned criteria.** | *What “indicators of success” will show that the students are gaining mastery?**How will I use that evidence in a feedback loop?* |

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| **Reflection**: (What are the *strengths in the lesson plan? What changes would I make in the lesson plan for next time*?)**Using the newer dance, Make Some Noise was a good choice, as it is critical to gain buy-in from students immediately. I found it is important to always use current music that the majority of the students like. I also did a good job of breaking down the concepts of the dance and also the dance steps. We left room for creative movement which lowered the risk level. Changes we need to make include the follow-up after the assessment,and allowing students who are uncomfortable a role choice. If I had more time with my students or perhaps as a follow up, some of my students would have liked their dance recorded so they could review it, and make changes prior to showing it to another group.** |
| **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?)* |

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