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| <p>Elements of Learning</p> <p>Engage </p> <p>Connect </p> <p>Question </p> <p>Talk </p> <p>Work alone & together </p> <p>Descriptive Feedback </p> <p>-----</p> <p>Assessment Strategies</p> <ul style="list-style-type: none"> *Learning Intentions *Criteria *Effective Feedback *Partner Talk *Assess Self & Peer *Owning Learning <p>-----</p> <p>Bloom's Taxonomy :</p> <ul style="list-style-type: none"> Knowledge Comprehension Application Analysis ?s Synthesis Evaluation <p>-----</p> <p>"No Plan ... No Point"</p> <p>Leyton Schnellert,</p> <p>-----</p> <p>Instructional Transition:</p> <ul style="list-style-type: none"> Connect (pre) Process(during) Transform(post) | <p>SUBJECT:</p> | <p>DATE:</p> | |
| | <p>BIG IDEA:</p> | <p>FINAL TASK: I will</p> | |
| | <p>LEARNING INTENTIONS: What does success look like? (Connect to Big Idea and Final Task)</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> | | |
| | <p>MATERIALS/RESOURCES/VOCABULARY</p> | | |
| | <p>ENGAGE STUDENTS (what brief activity will get students thinking and focussed on the upcoming task?)</p> | | |
| | <p>ACTIVATE/BUILD BACKGROUND KNOWLEDGE How will students connect to what they already know?</p> | | |
| | <p>Pre Reading (Activate/Connect)</p> | <p>During Reading (Process Text)</p> | <p>After Reading (Transform & Personalize – Application)</p> |
| | <p>Way to Model or Sample expectations:</p> | <p>Way to Build Criteria:</p> | |
| | <p>STRUCTURED TALK ACTIVITY - What specific task will students discuss & for how long?</p> | | |
| | <p>PRACTICE - What will students do to develop skills? How will students be coached during this stage?</p> | | |
| <p>ASSESSMENT– How will students get immediate descriptive feedback? (peer, self, conference)</p> | | | |
| <p>INDEPENDENT APPLICATION What will students do to show their learning? (taking students one step closer to Final Task)</p> | | | |
| <p>REFLECTION ON LEARNING How will students reflect on performance and set future goals? (Metacognition)</p> | | | |
| <p>Key Question(s) to Ask during lesson</p> | | | |