

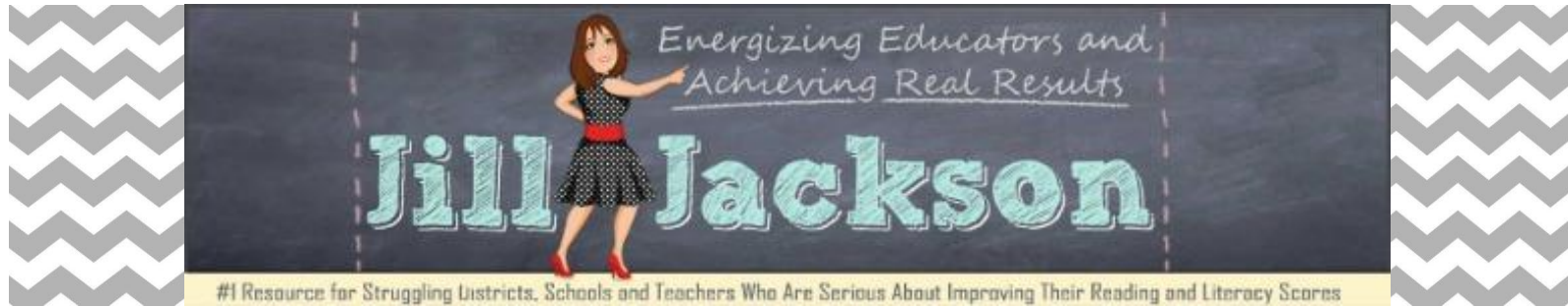
Checklist for Lesson Planning, Preparation and Delivery

Step One: Instructional Management

- _____ What materials do I need on hand?
- _____ What materials do the students need on hand?
- _____ How will I use varied locations in the classroom during the lesson?
- _____ How will I set behavioral expectations prior to beginning the lesson?
- _____ What expectations/behavioral routines do I need to review and rehearse?
- _____ How will each “chunk” of instruction be paced?

Step Two: Instructional Engagement

- _____ What is the “hook” at the beginning of the lesson?
- _____ What background do I need to build to bridge the program expectations and what my students need to know/already know?
- _____ What engagement/accountability techniques will I use? What do I need to do to teach these techniques?
 - During whole group instruction
 - During partnering/small group instruction
 - During individual instruction
- _____ How will I partner students for interaction (rank order, seating partner, level to level, student choice)
- _____ When will I insert my change-ups and what will they look like?
- _____ What are the incentives for students to work hard during whole group, small group, partner or independent work?

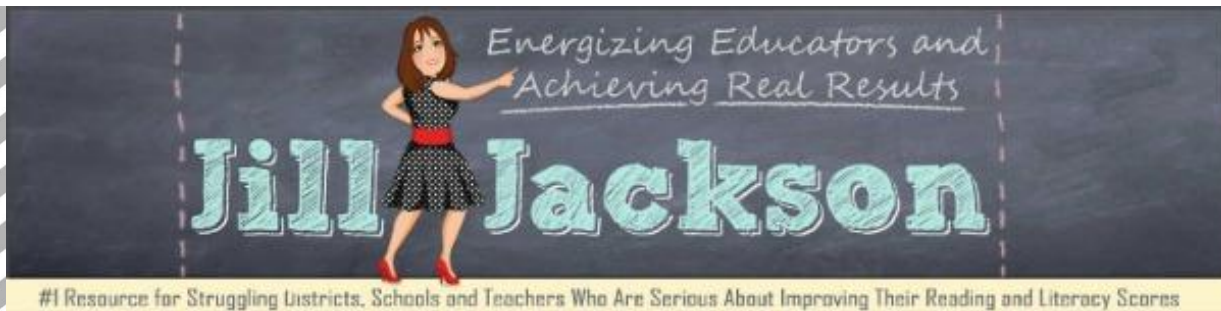


Step Three: Instructional Routines

- _____ What previous skills do I need to “quick review”?
- _____ How will I vary the answering techniques that I use? (verbal, physical, written)? How often will I vary the techniques? Which need to be reviewed or taught for the first time?
- _____ What academic language do I need to teach prior to and during the lesson so that the students can access the content quickly and cleanly?
- _____ What routines do I need to prepare for/teach/rehearse prior or during the lesson?
 - Phonemic/phonological awareness
 - Teaching or reviewing sound/spelling cards
 - Phonics
 - Decoding
 - Oral reading fluency instruction and practice
 - Vocabulary: specific word instruction and word learning strategy
 - Comprehension: strategies and skills direct instruction
 - Anthology reading: first read, second read, third read/which questions will be asked during first read, second read, third read
- _____ What do I have the students prepare for the next day’s lesson?

Step Four: Student Product

- _____ What is the quality of student response that I expect? What will it look like when they’re done it “right” and completely?
 - Verbal
 - Written
 - Partnering



- _____ How will I structure the questions to students so that they respond with complete thoughts/sentences?
- _____ How will set expectation of extended responses
- _____ What will my student monitoring look like?

Step Five: Assessing and Reflecting on the Instruction

- _____ What went well? What needed adjustment?
- _____ What instructional skills need to be re-taught to the whole group? Small group? Individuals?
- _____ What instructional routines need to be re-taught to the whole group? Small group? Individuals?
- _____ What went really smoothly and why? How can I set this up for success again?
- _____ How can I improve my instructional planning for tomorrow and next week?