



Coach Tool

Into—Through—and—Beyond Lesson Planning Guide

By

Judith Blanco, District Instructional Coach for High Schools, Boston Public Schools

For Literacy and Instructional Coaches & MS/HS Content Teachers

Purpose

This tool will help school literacy leaders work with teachers around lesson planning to ensure that a lesson moves beyond surface knowledge to deeper understanding.

Use

This tool may be used in a preconference with a teacher to plan a lesson. Or, the teacher may fill out a lesson plan using the form and bring it to a preconference.

Insights

I found this tool extremely valuable in helping teachers to frame lessons around big ideas. This type of focus helps students complicate their thinking and thereby increases their engagement with text.

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What is the “big idea” you want students thinking about in the text they are reading or unit you are teaching? What is/are the essential question/s?

Introduction of Objectives:

Into: Please connect the “big idea” of the lesson to students’ existing experiences and write questions for students to free-write, turn and talk, or write entries in a dialogue journal. Then consider predicting strategies, brainstorming, anticipation guides, pictures, primary documents, films, hands-on experiments, question generation, analogies, and text preview to present content, text structure, and new vocabulary.

Through: What will you model for students? (Please see back side for decision guide.) Consider use of Graphic organizers for retrieving, organizing, and exploring and connecting ideas, analysis of text structure and vocabulary in context, double-entry diaries, strategic post-its, marking-up the text, etc.

Beyond: Students need to synthesize and reflect on new knowledge, generate new questions, discover misconceptions, relate new understanding to previous understandings, and link content to prior knowledge and apply in new situations.

Revisit Objectives to Assess Understanding:

Lesson Planning Guide (back side)

<p>1. Observe/clarify/question—What do you see students doing when they read this type of text? What is essential for students to know? What do you want students thinking about?</p>	<p>2. Anticipate needs—What two places may cause students difficulty?</p>
<p>3. Focus/strategies—What could you model that will help students negotiate the difficult parts? Strategic think-aloud, marking-up texts, model use of graphic organizer...?</p>	<p>4. Focus/strategies—What could you model that will help students negotiate the difficult parts? Strategic think-aloud, marking-up texts, model use of graphic organizer...?</p>