



Cognitive Planning Tool

<i>Teaching</i>	<i>Learning</i>
<ul style="list-style-type: none"> – What will I say during the Orientation phase of the lesson? – What will I explicitly tell the students AND explicitly model toward the learning objective? – What specific and appropriate strategies will I use to teach this objective? – How will I structure practice opportunities and feedback for optimal student understanding and application? – Where are there opportunities to use Academic Language? – How will I know that the students have learned the objective? – How will this objective be supported in other components or during Universal Access Time? 	<ul style="list-style-type: none"> – What do students already know that will help them meet this current objective? – Which concepts or tasks might be problematic for some students? What are some anticipated responses? – Where in the lesson will I stop to allow students to discuss/share with their peers in order to process the information/confirm understanding? – How will I monitor student engagement during the lesson? – When will the students have an opportunity to demonstrate their understanding? – When will the students be given opportunities for varied practice during the lesson and over time?
<i>Organization</i>	<i>Support</i>
<ul style="list-style-type: none"> – How much time should be given to the teaching of this lesson and each of its sections/tasks? – How will I self-monitor the pacing of the lesson and adjust as necessary? – What will I do if students become disengaged during the lesson? – What materials do I need to have readily available to maximize time? – How might I use or vary materials so as to increase student understanding and motivation? – Which students will I plan on monitoring and providing feedback to during the whole group session? – How will I masterfully transition from one section/task/component to the next? – How will I vary response opportunities? 	<ul style="list-style-type: none"> – Where are there opportunities to scaffold the learning? – Where in the lesson will I reference the focus wall? – Where in the lesson will I intentionally reference or use Sound/Spelling Cards effectively? – Where in the lesson will I highlight other resources in the room or program to support learning? – What ideas presented in the marginalia should I use to increase learning of all students? – Who do I need to preteach this objective to in order to provide an advantage during the lesson? – How will I determine who needs reteaching of this stated objective?