

Practical Lesson-Planning Pack

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Free planning aid. Write brief phrases or edit the spaces. See “Field notes and alignment check”; the completed example is in the separate teacher guide.

Planner 1 of 2 • goal and evidence

Field 1 • Context and curriculum

Field 2 • Learning objective

Field 3 • Evidence and look-fors

Field 4 • Starting-point check

Field 5 • Materials and preparation

Planner 2 of 2 • teaching and decisions

Field 6 • Opening and model

Field 7 • Guided and independent application

Field 8 • Access and participation

Field 9 • Closure and next decision

Field 10 • If ready / support needed / time lost

Field 11 • After-lesson note

Field notes and alignment check

Choose one lesson you intend to teach. Complete fields 1–11 using “Field notes and alignment check.” Start with the objective and evidence, then plan the sequence. Before teaching, use the checklist and decide what to protect if time is lost. No student names or personal information are needed.

Field 1 · Name the lesson, grade/subject, available minutes and local curriculum focus. Record an official code only after checking its wording; otherwise describe the focus without an alignment claim.

Field 2 · Finish: Students will.... Name an observable action, the content and the conditions. Choose one priority for this lesson.

Field 3 · Name the individual product or demonstration you will inspect and the features that count. Check that they show the objective, rather than just task completion.

Field 4 · Allocate minutes. If the check is part of the field 6 opening, include those minutes in field 6's total; if it is a separate block, list its minutes separately. State the prerequisite check, what to look for and what to do if it needs attention.

Field 5 · List exact texts, tools and copies, what you will prepare, and an estimated preparation time. Keep needed material with the plan.

Field 6 · Allocate minutes. State how you will introduce the purpose and what you will demonstrate aloud. Label the model so it is not mistaken for independent evidence.

Field 7 · Allocate minutes, including transitions. Name each task, practice help and individual product. Count collection once, in field 9.

Field 8 · Name a likely barrier and an available option. Keep the thinking goal visible; say if an option changes what the evidence can demonstrate.

Field 9 · Allocate minutes to collect evidence and decide what to inspect first. Link a possible next step to a specific feature of the work.

Field 10 · Plan each situation. For time lost, name what to shorten and the evidence and minutes to protect. Attach a labeled continuation if needed.

Field 11 · Before teaching, name the evidence you will revisit and the decision it will inform. After teaching, replace that plan with an observation and next action; do not predict results.

Quick alignment check

☐ Does the objective name the same thinking or action the individual evidence will show?

☐ Will the model and guided practice prepare learners for that action without completing their independent response?

☐ Are the look-fors clear enough to explain what counts, including a different defensible response?

☐ Can every learner access the task, and have I recorded any change to what the evidence can demonstrate?

☐ Do the minutes add up, including the starting check, transitions and collection counted once? Does the shorter plan protect the essential evidence?

Use brief phrases. Expand editable fields or attach a continuation labeled with the field ID. Keep it with this plan. Start a new lesson with the blank planner and these notes.