**Objectives** (Always at least one that is at Bloom’s Level 4 or higher)

* Students will [performance that will demonstrate that they understand something]. (Bloom’s Level X).

**Assessments** (e.g., Worksheets, Activities, Problems)

* Formative: During the lesson, how will you gauge student progress toward meeting the objectives?
* Summative: How will you know when students have met the objectives?

**Procedures**

* Provide a full outline of the lesson (not scripted).
  + Every lesson should have an introduction and closure.
  + An introduction is not automatically taken care of by a warm up. **An introduction sets the students up to know what to expect in the lesson**, especially what they should learn in the lesson.
  + The main body of the lesson should lead students to the objectives. **Minimize lecture (if at all) and teacher-led discussion**. Instead, get students actively searching for important information in text and online resources. Have students discuss ideas through **think-pair-share structures**, set your role up as facilitator and guide to fill in the gaps after students have shared their ideas. Get students out of their chairs actively doing things.
    - **Provide sufficient detail** that a visitor can understand what is happening in the lesson.
      * All activities in order
      * Example problems. Don’t just say, “Provide examples of quadratic equations,” give the actual examples (e.g., “x2 + 2x + 1 = 0”).
    - **Ask robust questions** to get students thinking at Bloom’s Level 4 or higher. Some questions/prompts that **need to become knee-jerk reactions**, especially if you ask a question with a single, correct answer:
      * How do you know?
      * Why or why not?
      * Did anyone do that a different way?
      * Explain what you mean.
  + Closure is not automatically taken care of by an exit ticket. **Closure should point the students back to what they should have learned in the lesson**.
    - A **generic exit ticket** can set up the closure regardless of whether students got as far as they needed to for the lesson-specific exit ticket. For example, “What was the most important thing you learned today? Why was it important? What is still confusing to you?” You can ask these questions verbally in relation to a lesson-specific exit ticket if you have time.
    - Plan to **leave time after an exit ticket** to have students share in groups or with whole class their thoughts about the lesson. If you run out of time, make this discussion part of the introduction the next day.