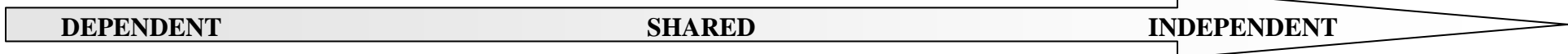


Gradual Release of Responsibility Lesson Planning Template *with guiding questions*



I Do It		We Do It		You Do It (together/alone)	
Input	Modeling	ç è	Guided Practice	Collaboration /Independent Practice	
Teacher	Teacher	Teacher	Teacher	Teacher	
<p><i>Provide anticipatory set * Identifies objectives & purpose (content-language-metacognitive) * Provides input *Thinks aloud * Questions (CFU)</i></p> <p>How did you:</p> <ul style="list-style-type: none"> • make lesson objectives clear to your students? • connect to prior learning? • build background knowledge? • identify or build background knowledge? 	<p><i>Demonstrates * Models * Thinks Aloud * Explains * Questions (CFU) * Clarifies * Responds (Praise, Prompt, Correct)</i></p> <p>How did you:</p> <ul style="list-style-type: none"> • know that (all or a specific student) thought through and formulated a response to (specify question)? • provide corrective feedback to students? • differentiate the modeling for students (think aloud model, performance model)? • provide multiple explanations for new concepts? 	<p><i>Observes * Questions (CFU) * Assesses progress * Responds (praise, prompt, correct) * Intervenes as necessary</i></p> <p>As students take more responsibility, how did you:</p> <ul style="list-style-type: none"> • assess their progress/understanding? • provide students with hands-on experience and practice? • determine grouping (pairs, groups) for this activity? • use scaffolds to help struggling students understand the lesson? • support ELs (what scaffolds are in place)? 	<p><i>Monitors * Responds * Acknowledges * Evaluates *Assesses who needs intervention or extension * Sets new goals</i></p> <p>How did you:</p> <ul style="list-style-type: none"> • intervene with students who are not ready to move on? • assess at the close of the lesson to determine who has mastered content and who needs further assistance? • extend the lesson for those who are ready to move on? 		
	Student		Student	Student	

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