**Ako Panuku Deliberate Acts of Teaching – 6 easy steps to lesson planning**

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| **HŌTAKA**  **PROGRAMME PLAN** |  | **KŌWAE AKO**  **UNIT PLAN** |  | **AKORANGA**  **LESSON PLAN** |

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| 1 | **What are you planning to teach?** | | | | | |
| **Unit plan** | *Which unit is this lesson part of?* | | **Lesson #** | | *Reference the lesson number from the unit plan.* |
| **The big concept/ goal** | *This should be specified in the unit plan.* | | | | |
| **Specific skill/s, knowledge, or attribute** |  | | | | |
| 2 | **WHAT will you say, do, explain, and HOW? (Teaching acts)**  *Think about: specific teaching strategies; tips to help students learn; ways to facilitate learning.* | | | | | |
| **Teaching acts** | | | **Duration** | **Resources I will need** | |
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| **Differentiation:** *Variation for students who need more support, or extension* | | | | | |
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| 3 | **What will students do? (Learning acts)**  *Think about: what engages students, how they can find things out for themselves, what challenges them to think hard,*  *how they could learn from each other, how they can lead their own learning.* | | | | | |
| **Learning acts** | | | **Duration** | **Resources students will need** | |
| 1. | | |  |  | |
| 2. | | |  |
| 3. | | |  |
| 4. | | |  |
| **Differentiation:**  *Variation for students who need more support, or extension* | | | | | |
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| 4 | **What will you do to find out if they have learnt what you taught? (Assessment for learning)** | | | | | |
| *Refer to the unit plan for guidance on the types of assessments to be used during the unit.* | | | | | |
| 5 | **What will you do to help the students retain the new learning?**  *Think about how to recap in the next lesson, follow-up tasks, link to other areas of the curriculum.* | | | | | |
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| 6 | **How did it go?**  *Your reflection – what worked, what didn’t* | | | | | |
| **Things that worked well.** |  | **Why?** | |  | |
| **Things that didn’t go so well.** |  | **Why?** | |  | |
| **How could you do it better?**  *Think about what you said, how much you said, what you did, the tasks, the learning environment,*  *the balance between teacher-led and student-led activities.* | | | | | |
| **For your priority students?** |  | | | | |
| **For all students?** |  | | | | |