

Unit: \_\_\_\_\_

Date: \_\_\_\_\_

Lesson: \_\_\_\_\_

**Focusing Inquiry:** What is important and therefore worth spending time on for where my students are at?

Learning Objective(s) (SWBAT) <sup>1</sup> :	Prayer <sup>5</sup> :
Big Idea(s) <sup>2</sup> :	Affective <sup>6</sup> :
Key Words <sup>3</sup> :	Charism Pillar <sup>7</sup> :
Key Competencies <sup>4</sup> :	Critical Thinking <sup>8</sup> :

**Teaching Inquiry:** What evidenced-based strategies are most likely to help my students learn this?

The teaching and learning strategies are aligned with the learning objectives and assessment.

	Teaching and Learning Strategies	Resources
Prior learning (1 <sup>st</sup> lesson) <sup>9</sup>		
Outline of the unit (1 <sup>st</sup> lesson) <sup>10</sup>		
Board work <sup>11</sup>		
Link to unit and previous lesson <sup>12</sup>		
Starting activity <sup>13</sup>		
Input: Present the idea <sup>14</sup>		
Explore the idea <sup>15</sup>		
Student response (x3) <sup>16</sup>		
Recap <sup>17</sup>		
Homework <sup>18</sup>		

**Learning Inquiry:** What happened as a result of the teaching? What are the implications for future teaching?

Assessment <sup>19</sup> (aligned to the learning objectives and teaching and learning strategies):
Reflection and Evaluation <sup>20</sup> / Points for Future Planning / Next Steps for learning:

Notes:

**Focusing Inquiry:**

What is important and therefore worth spending time on for where my students are at?

1. SWBAT – Students will be able to...
2. Bid Idea – the main idea you want the students to understand.
3. Key Words – the main vocabulary students need.
4. Key Competencies – in the NZ Curriculum: 1) Thinking, 2) Using language, symbols and texts, 3) Managing self, 4) Relating to others, 5) Participating and contributing.
5. Prayer – what style or type of prayer will be used?
6. Affective – values to be reinforced.
7. Charism Link – to one of the Champagnat Marist Charism Pillars.
8. Critical Thinking – identify the thinking skill being reinforced.



**Teaching Inquiry:**

What evidenced-based strategies are most likely to help my students learn this?

The teaching and learning strategies are aligned with the learning objectives and assessment.

9. Prior Learning – find out what the students already know about the unit.
10. Outline of the unit – outline the content areas of the unit.
11. Board work – as students arrive in class they write down the task on the board. This could be the big idea for the lesson or as small task.
12. Link – this lesson to the unit outline and the previous lesson(s).
13. Starting activity – an activity to focus the lesson.
14. Present the idea – teacher presents the big idea (no more than 6 minutes).
15. Explore the idea – work through the big idea as a class with questions.
16. Student response – students need 3 different activities to reinforce the learning.
17. Recap – sum up the big idea.
18. Home work – an opportunity for further reinforcement.

**Learning Inquiry:**

What happened as a result of the teaching?

What are the implications for future teaching?

19. Assessment - activity that is aligned with the learning objectives and the teaching and learning strategies.
20. Reflection and Evaluation / Points for Future Planning / Next Steps for learning. The teacher reflects on the teaching process using an evidenced based approach. Identify the next steps for learning.

