CogAT® ✳ **Riverside Insights**®

Lesson Planning Template

Learning Objective/Standard/Outcomes/Skills

To maximize the efficacy of your lesson, start by defining exactly what you are hoping students will learn.

- *Examples:*
  - *Students will be able to _____.*
  - *TEKS/Common Core Standards*
  - *KUDs*

PLC Question 1: *What do I want students to know?*
PLC Question 2: *How will I know they learned?*

Essential Question/Enduring Understanding

Applying bigger-picture ideas to learning helps students contextualize the content. What universal idea or significant question will you pose or share with students?

- *Examples:*
  - *Power is a corrupting force.*
  - *Is courage an instinct, or something we can learn?*
  - *Is history destined to repeat itself?*
  - *Change is inevitable.*

Entry Point/ Hook

Using an engaging entry point or hook can engage students in the topic before the new content is taught. You can also use this as a way of gathering prior knowledge, understanding, and experience with the topic, or simply as an engaging activity or discussion to lead into the learning. CogAT informs these entry point decisions by guiding you to tasks that will be enticing for each of the three relative strengths.

- *Examples:*
  - *Narrative entry points through stories and words; read or tell a story or narrative*
  - *Logical-Quantitative entry points numerically with measurement; provide data, use deductive reasoning, examine numbers, statistics, musical rhythm, logic, narrative plot structure, cause-and-effect relationships*
  - *Foundational entry points through philosophy, background, root systems, rationales; big questions about life, death, and our place in the world; philosophy, meaning*
  - *Aesthetic entry points through sensory means; emphasize sensory and/or surface features, activate aesthetic sensitivities*
  - *Experiential entry points through personal encounters through experiences of others; a hands-on approach dealing directly with materials (physically or virtually), simulations, personal explanations*

Note: You can also view a PSA or commercial, read an article, watch a video clip, listen to a song, examine a photograph without context, etc.

Helping All Learners: Entry Points 🖱️

What kind of differentiated experience will I utilize?	Content	Process	Product
	Do I want to focus on skills and concepts today, allowing freedom and flexibility in the specific materials or details?	Do I want to vary how my students manipulate new content so the learning is memorable and engaging?	Do I want to allow students the freedom and flexibility to showcase their learning in a format that makes sense to them?

What kind of differentiated experience will I utilize?

Note: You will use *CogAT* data to inform the differentiation decisions. *Options for all three relative strengths are offered in the strategies playlist.*

PLC Question 3:
How will I respond if a student(s) struggles to learn it or does not achieve learning?

PLC Question 4:
What will I do to extend learning for those who are already proficient?

Transfer, Meaning Making, Acquisition

Any type of differentiation can allow for transfer, meaning making, and acquisition; just be thoughtful about what you are aiming to achieve.

Content

CAP Activity for Content

Inquiry Learning

Think Like a Disciplinarian

Graphic Organizers
- Content Imperatives
  - Convergence
  - Contribution
  - Parallel
  - Origin
  - Paradox
- Vocabulary Builder
- Details Flower Activity

*Entry Points can also work for content differentiation.

Process

CAP Activity for Process

Conversational Roundtable

Think Like a Disciplinarian

Graphic Organizers
- Right or Wrong?
- Icon Notes Guide
- Multiple Perspectives Frame

Iconic Prompts/ Pathways

Strategic Flexible Grouping

Product

CAP Activity for Product

Exit Ticket

Think Like a Disciplinarian

Graphic Organizer
- Big Idea
- Iconic Combination Matrix

Iconic Prompts/ Pathways

Assessment Evidence
- Explain
- Interpret
- Apply
- Perspective
- Empathy
- Self-Knowledge

Reflection on Learning

John Dewey said we don't learn from experiences; we learn from reflecting on those experiences. It is crucial to plan for reflection opportunities in all lessons to allow memories to build, scaffolds to develop, and concepts to make sense.
- Examples:
  - **Journals** (open writing in response to a topic or specific prompts)
  - **Discussions** (conversations with classmates based on the learning, guided with prompts or questions)
  - **Comic strip creations** (converting learning into visuals to represent understandings, summaries of content)
  - **Graphs or charts** to reflect trends, patterns, changes over time

Note: Many of the Strategies Playlist activities can also serve as reflection opportunities, as can any of the icons for depth and complexity and/or the DC graphic organizers.

Note: *CogAT* will inform how you offer reflection by guiding you toward relative strengths to determine offerings for reflection or which iconic prompts to utilize.

CAP: creative, analytical, practical; DC: depth and complexity framework; KUD: know, understand, do; PLC: professional learning community; PSA: public service announcement.