

Thinking About and Responding to Assignments: Planning Guide

Name/Department/Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Check One: \_\_\_\_\_ I am using this guide to plan or record notes for my lesson.  
\_\_\_\_\_ I am using this guide as I observe a peer coaching partner.  
\_\_\_\_\_ I am using this guide as I observe a live or videotaped demonstration during staff development.

1a. Identify curriculum concepts addressed in this lesson:

1b. Materials used/needed:

2a. Write the prompt (what you are asking the students to do) that you will respond to. Design the task or assignment so that the response requires *writing about the content* that you want students to learn, process more deeply, evaluate, and/or apply.

2b. Write a comparable prompt, task, or assignment for students to respond to.

3. Write an excellent response to the prompt.

4. Perform a task analysis on the response. (On content and process: What you had to do as a reader, writer, and/or content area specialist to develop your product or results—an excellent response to the task.)

**5. With a partner, rehearse reading your response and sharing your thinking. Read your prompt and response and share what you will say to students about what you included in the response and how you developed it.**

**Ideas gathered from rehearsal:**

**6. Incorporate # 5 into a lesson for students.**

**During the lesson, students need to actually do numbers 3, 4, and 5, similar to what you did.**

**7. Reflections on the lesson.**

**Questions on Thinking About and Responding to Assignments:**