Main Lesson Block Planning

Please sit next to your grade level partner

7 Essential Questions

To help guide your ML planning

1. Have I given them real and appropriate images or pictures in my story-telling or have I given them concepts/judgments?

Story Telling

- Steiner advocated for teaching not through dry facts, lists &
- information but instead through narratives & connection
- Teaching through stories allows for students to internalize
- & interpret information for themselves
- They learn how to think and not what to think

2. Have I used the night? Has it come back differently from the children? Have I

properly reviewed the lesson?

Review/Recall from Previous Day's Story or ML

- 0 Fill in the blank/CLOZE activity (oral and/or written)
- 0 Recall only parts of the story/content (character, names of places, setting, etc.)
- 0 Summarize (oral or/and written) independently, in pairs, small groups, whole class
- 0 Summary building (each student gives a fragment of the story)
- 0 Review of beginning, middle & end (3 groups of students, each row assigned a section)
- 0 Focused question (ex: What was the conflict in yesterday's story/content?)
- 0 3 words that stood out from yesterday's lesson/story
- 0 Retell the story/review the content to your desk partner
- Quick skit
- Sequence or working backwards
- People, places or things
- Who, what, where, when, why

3. Has every child made at least some effort?

How do you keep track of every child making some effort?

Please reflect with your grade level partner

4. Have I translated as much as possible from the main lesson into movement?

What type of movement does your class crave & Please reflect with your grade level partner how do you meet those needs?

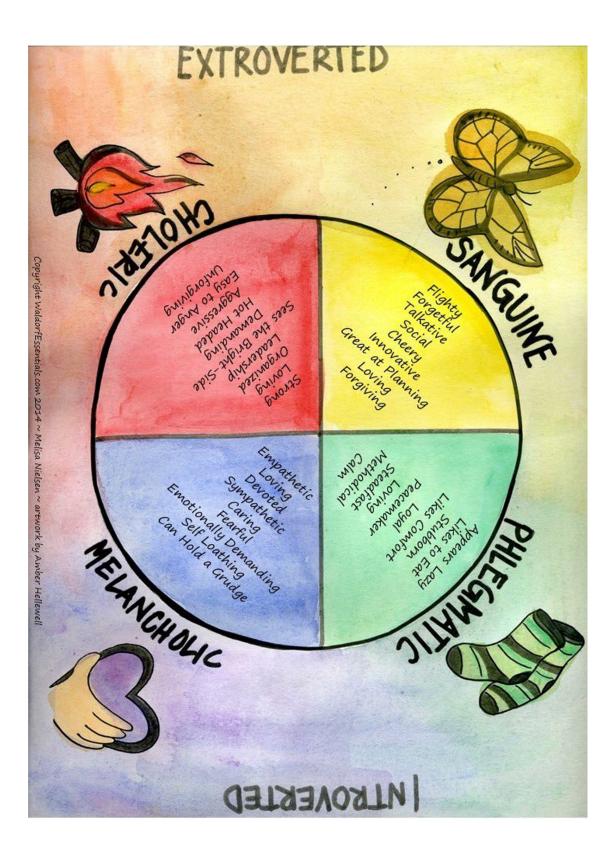
5. Have I made the children laugh? Was there an ebb and flow, a real breathing, in the

lesson?

Movement Break

temperaments?

6. Have I addressed one or more of the



theme?

some knowledge or a variation on an existing 7. Have I taught something new-a new skill,

Objectives with Measurable Outcomes

- This is the skill/academic content portion of the learning
- Head/Thinking Space
- What core academic learning is taking place?
- 0 ELA, math, history, science, etc. standards based
- Specifically, what academic skills are you planning to teach?
- Paragraph writing, narratives, grammar, multiplication, etc.

Examples of Objectives w/ Measurable Outcomes

conflict between the North and South, using at least five primary sources." History: "After studying the Civil War unit, students will write a 1500-word essay comparing the major causes of

different still life drawings, showcasing mastery of shading techniques." Art: "By the end of the introductory drawing course, learners will present a portfolio containing at least five

end of the session." Science: "Participants will identify five key differences between plant-based and animal-based proteins by the

instrument for the class." Music: "By the end of the semester, students will perform a chosen piece from the Romantic period on their main

global cities." Geography: "By course-completion, students will chart and explain the impact of climate change on five major

1-3 Day Cycle: Helping to Deepen the Learning

- Day 1: Storytelling, introduction of concept, lesson
- Day 2: Review/recall story/concept/lesson AND learning activity

introduced from previous day's story/concept/lesson (standards

based, what skill are they working with?)

- Day 3: Further exploration of story/concept/lesson
- painting, drama, continue or add to composition in MLB

^{*}2 day cycle recommended for upper grades due to increase in