

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

- Fill in the blank/CLOZE activity (oral and/or written)
- Recall only parts of the story/content (character, names of places, setting, etc.)
- Summarize (oral or/and written) independently, in pairs, small groups, whole class
- Summary building (each student gives a fragment of the story)
- Review of beginning, middle & end (3 groups of students, each row assigned a section)
- Focused question (ex: What was the conflict in yesterday's story/content?)
- 3 words that stood out from yesterday's lesson/story
- 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 & how do you meet those needs?

Please reflect with your grade level partner

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

Movement Break

**6. Have I addressed one or more of the
temperaments?**

EXTROVERTED



CHOLERIC

Strong
Loving
Organized
Leadership
Sees the Bright-Side
Demanding
Hot Headed
Aggressive
Easy to Anger
Unforgiving



SANGUINE

Flighty
Forgetful
Talkative
Social
Cheery
Innovative
Great at Planning
Loving
Forgiving

Methodical
Calm
Steadfast
Loving
Peacemaker
Loyal
Likes Cowfart

PHLEGMATIC

Appears Lazy
Likes to Eat
Stubborn
Likes Cowfart



INTROVERTED

MELANCHOLIC

Empathetic
Loving
Devoted
Sympathetic
Caring
Fearful
Emotionally Demanding
Self Loathing
Can Hold a Grudge



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

Objectives with Measurable Outcomes

- This is the skill/academic content portion of the learning
- **Head/Thinking Space**
- What core academic learning is taking place?
 - 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

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

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

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

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

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

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**