

Guiding Questions for Planning a Unit or Lesson

After short-term (unit or lesson) planning, ask yourself:	Notes
1. What are the most important concepts or skills to be learned?	
2. What difficult words or concepts might need extra explanation?	
3. How will you help students make connections to previous learning?	
4. What hooks will you use to motivate students and promote interest?	
5. What materials do you need? How will you evaluate the appropriateness of these materials, considering students' ages and prior knowledge?	
6. What procedures will students need to follow to complete the activities?	
7. How much time will you allocate for different parts of the lesson?	
8. If activities require students to work together, how will you form groups? How will you encourage collaborative and productive work in groups?	
9. What examples will you use?	

10. What questioning strategies will you use?	
11. How will you deliver presentations and explanations?	
12. What difficult points in student learning do you anticipate, if any?	
13. What presentation alternatives will you use if students have trouble with concepts or skills (for example, peer explanations, media, textbooks)?	
14. During the lesson, how will you know if students are making progress toward the objectives?	
15. What kind of differentiation will you use if students need extra help or more explanation?	
16. How will you adjust the lesson if time is too short or too long?	
17. What will students do if they finish early?	
18. At the end of the lesson, how will you know if students have mastered the objectives? What kind of product, if any, will you expect from students at the end of the lesson?	
19. How will you evaluate students' performance and provide feedback?	
20. How will you connect concepts or skills to future lessons?	

Source: Questions adapted from Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2003). Classroom management for secondary teachers (6th ed.). Boston: Allyn & Bacon.