# LQT Active Learning Lesson Framework

| OPENING- See examples here | | |
|---|---|---|
| ***Time*** | ***The TEACHER will:*** | ***The LEARNER should:*** |
| 10% | • Introduce learning target that is aligned to the standard in learner friendly vocabulary<br>• Engage learner curiosity/interest & active prior knowledge<br>• Tie opening activity to the **learning target.** | • Access prior knowledge.<br>• Engage in opening activity.<br>• Speak the language of the learning target. |
| **MINI-LESSON / INSTRUCTION** | | |
| ***Time*** | ***The TEACHER will:*** | ***The LEARNER should:*** |
| 25% | • Provide the G.I.S.T of the lesson- the guided information, skills and tools.<br>• Engage in discussion concerning the learning target.<br>• Lead learners in determining a **success criteria.**<br>• Provide tools and escapes for misunderstanding.<br>• Formatively assess before entering work time to identify learner groups. | • Engage in guided practice with the teacher and class.<br>• Participate in discussion<br>• Ask clarifying questions<br>• Prepare & locate tools<br>• Assist in identifying & developing measures of success for the learning target. |
| **WORK TIME** | | |
| ***Time*** | ***The TEACHER will:*** | ***The LEARNER should:*** |
| 50% | • Facilitate the independent or group work<br>• Purposefully assign collaborative groups & differentiated tasks based on formative assessment from mini-lesson.<br>• Monitors, assess and document learner performance.<br>• Provide standard based feedback referring to established success criteria in relation to the learning target.<br>• Allow learners to struggle, make mistakes & conduct error analysis.<br>• Conference with learners. | • Engage independent or collaborative learning.<br>• Demonstrate proficiency in skills and concepts related to the learning target.<br>• Produce evidence of learning in relation to the learning target.<br>• Self-access using success criteria and explain progress using standards based vocabulary.<br>• Conference with teacher to receive feedback tied to learning target and success criteria. |
| **CLOSING- See examples here** | | |
| ***Time*** | ***The TEACHER will:*** | ***The LEARNER should:*** |
| 15% | • Formally or informally assess learner understanding of the learning target.<br>• Provide any common misconceptions in understanding<br>• Summarize & praise progress toward learning goals. | • Share and justify learning using language of the standard.<br>• Reflect on the learning goal and provide evidence of progress.<br>• Ask any lingering clarifying questions about the learning target. |

# Active Learning Lesson Template

| MONDAY | Date: | |
|---|---|---|
| | **Learning Target** | I can... |
| **10%** | **Activating Strategy** | **Click HERE for examples**<br>Engage curiosity, introduce learning target, preview |
| **25%** | **Instruction** | The instruction provides the learner with the **g**uided **i**nformation, **s**kills and **t**ools needed to complete the task. |
| *What do learners need to KNOW before starting the task?* | | Reading materials, notes, facts, definitions, etc |
| *What do learners need to be able to know how to DO before starting the task?* | | Processes to model, procedures, steps, practices, etc. |
| *What TOOLS do learners need while working on the task?* | | References, anchor charts, learner examples, tools to escape misunderstandings, success criteria, etc. |
| **Success Criteria**<br>*The QUALITIES the PRODUCT must have to meet target* | | What CONCRETE and OBSERVABLE qualities does the product of the task have that SHOWS the learner as well as the teacher that the learning target was indeed met. |
| **Tools to Escape**<br>*What do learners need to move themselves upward in their learning to be proficient in this task?* | | These can be worked examples, learner partners, answer sheets, anchor charts, process videos, flowcharts: the choices are endless. |
| **Pathways to Accelerate**<br>*What do learners need to grow beyond proficiency?* | | Provide an avenue for learners to move beyond just meeting the target. Move to accelerate or enrich the task. |
| **50%** | **Work Session**<br>*A task resulting in a PRODUCT that SHOWS the target was met* | What will learners be asked to do that results in a product demonstrating the meeting of the target and provides evidence of learning visible to all in the room? |
| **15%** | **Summarizing Strategy** | **Click HERE for examples**<br>Praise the progress and the pitfalls of today's learning, summarize, preview, connect. |