Structure of a Lesson

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| Objectives of the lesson | |
| Curriculum: | |
| Students will know:   * How to make an excellent cup of tea | Students will be able to:   * Follow steps to make an excellent cup of tea |
| Assessment/Evaluation | |
| How will we know? Students will say, do and/or make:   * A cup of tea by accurately following the steps in the demonstration. | How will they know? Self/peer assessment and reflection:   * Students will review steps and check that they have done each step. They will taste the tea to assess their success |
| |  |  |  | | --- | --- | --- | | * Observation | 🞎 Learning Log | 🞎Presentation/Oral report | | * Anecdotal Notes | 🞎 Rubric | 🞎 Work Sample | | * Model | 🞎Interview or Conference | 🞎 Peer Evaluation | | * Self-evaluation | 🞎 Criteria List | 🞎 Other |   Evaluation strategies: | |
| Planning for Learning | |
| **Learning sequence**:  Hook/Prior knowledge – Ask student to smell the tea in the canister. Ask them to tell you about a time they had tea. Explain the importance of tea to several cultures. Talk about how the British think there is a proper way to make tea.  Procedure: Demonstrate the steps to make the “perfect” cup of tea. Ask students to follow along in the written directions.  Invite students to work as a group to follow the procedure in the demo.  Closure: Ask students to reflect on the process.  Was there anything that was hard to remember?  Is there something they would do differently next time? | |