

Planning the Weekly and Daily Work of Your Class

Once you've know the major writing assignments for the course, you'll next want to decide what work students can do during class time to successfully complete each of the projects for your course.

Question 1: What are the skills/literacies/competencies students need to complete the current project? For some insight into this, look at the assignment sheets and the weekly objectives for the week.

Question 2: What concepts/theories/ideas do students need to consider/think about/talk about for the current project?

Question 3: What parts of the writing process do you want students to consider/think about/talk about?

Question 4: What skills, concepts, and/or writing processes that students learned about earlier in the course do you want them to remember/think about/talk about?

Question 5: How can you make sure (via reflective writing, discussions/discussion boards, check-ins, etc.) that students are getting what you want them to get out of the readings/videos/podcasts you've chosen? What kinds of activities could students do to demonstrate understanding of the week's work *and* make advances/connections to their larger project?

Question 7: Are diverse readers/writers/thinkers/language users represented in the activities you've chosen? Are student voices represented in the activities you've chosen?

Some Lesson Planning Steps

- Step 1: Start with the weekly objective. What do students need to accomplish this week?
- Step 2: Given those objectives, how might you spend class time helping students learn or practice things that will help them accomplish those objectives? Options include:
 - Think-pair-share activities based on the readings
 - Writing Workshops
 - Guided writing or reflection practice
 - Small group writing, analysis, or revision activities
- Step 3: Ask students to reflect on or apply what they've learned during the class activity/session.