


3-Part Lesson Design for Culturally Responsive and Relevant Pedagogy (CRRP)

	TEACHING & LEARNING ACTIVITIES	PURPOSE(S) OF STAGE OF LESSON	PLANNING & COACHING QUESTIONS FOR INDIVIDUAL & COLLABORATIVE USE
MINDS ON Essential Questions	activate Prior Learning clarify purpose and connect to contexts introduce concepts	Invite curiosity, elicit background knowledge, find topics, wonder. Plan a provocation to elicit and make visible students' current knowledge, assumptions, and questions about the topic. Highlight / elicit key concepts. Pose questions which create dissonance – a reason to engage and investigate!	<ul style="list-style-type: none"> ➤ What would be a good way to start? ➤ How can you introduce the Essential Question to engage their minds, emotions, and memories? ➤ Is there a thinking routine that could structure this experience? ➤ How do you envision students interacting with one another? ➤ What discursive strategy or sequence would work well here? ➤ Who will make students thinking visible as it emerges? ➤ How?
ACTION Learning Resources Thinking Routines Discursive Strategies Courageous Conversations	scaffold instruction formatively assess as students apply knowledge and skills	Individually and collaboratively, students seek answers to inquiry questions and the sub-questions that arise in the process of learning & investigation. Teachers proactively and responsively scaffold thinking and interaction. Students practice skills, receive formative feedback, and produce evidence of proficiency for learning targets.	<ul style="list-style-type: none"> ➤ What would be good ways to deepen students' understanding of the key concepts? ➤ How can you gradually release responsibility? ➤ What scaffolds will help students seek and sort knowledge to answer their questions? ➤ What will you accept as evidence that students are "on track" for the outcomes you're targeting? ➤ How will you (re)engage with and respond to learners during the lesson?
CONSOLIDATE & REFLECT Authentic Assessment Tasks	Consolidate and reflect on learning	Students reflect critically the knowledge and skills they have used / developed to respond to essential questions. They refine their thinking and understanding using criteria. They consider the authentic tasks that will allow them to share what they have learned while having an impact as a citizen. This involves synthesizing knowledge with a particular purpose, audience, text form, and criteria in mind. (GRASPS)	<ul style="list-style-type: none"> ➤ What answers are emerging? ➤ What remaining research and refining of thinking needs to happen? ➤ How do I know? ➤ What scaffolds will help students to synthesize and shape what they've discovered? ➤ What specific skills do they need to represent their thinking? ➤ How are students going to share their knowledge? ➤ Can you co-construct a rubric with students so they're clear about their targets?