**Resource L: Guiding Questions for Planning Mini-Lessons**

***During the planning session (Stage 3), have candidates review their responses on Resource I and respond to the following questions. Also, candidates will need to review Nate’s strengths and needs related to reading, writing, developing and analyzing graphs, and social-emotional behavior (See Resource J).***

*What strengths or interests does Nate have that you could capitalize on during the vocabulary mini lesson to promote cognitive engagement?*

* Which instructional supports might be helpful to Nate during vocabulary instruction (see the written summary about reading and writing)? Or which instructional supports might be helpful to Nate?
* Which supports might allow Nate to respond productively in his interactions with you and his peers? (see the written summary about his social-emotional skills.)

*What needs might Nate have during the lesson that you should plan for?*

* What reading or social-emotional needs do you expect Nate to have during the vocabulary mini-lesson?

*What engagement strategies could you use to capitalize on Nate’s strengths and support his needs?*