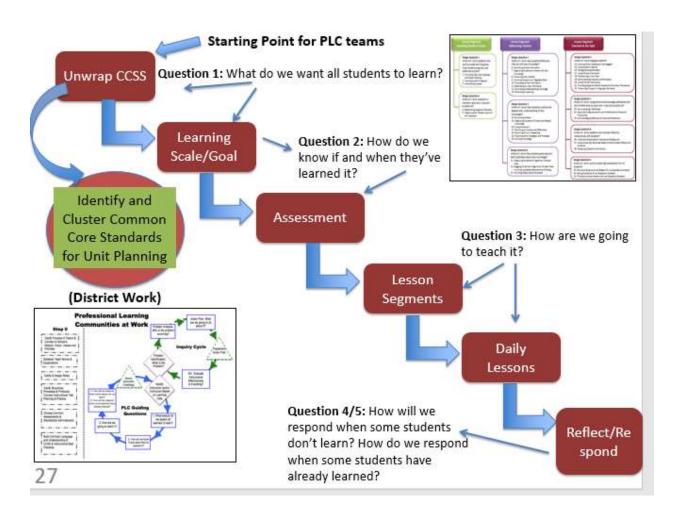**Step Four Lesson Design**

Lesson Design Template (long version)

Lesson Design Template (Short Version)

Refer to the following canvas course on lesson design for handouts on how to do each part of the lesson at

https://graniteschools.instructure.com/courses/1118234/modules.

Lesson Design

Why Is Lesson Planning Important?

Many educators believe that lesson planning is a critical element of effective instruction. As an old adage says, "Failing to plan is planning to fail." Lesson planning is also an opportunity to think about the kinds of teaching that result in student learning.

Lesson planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning on unit or curricular assessments. Lessons not only shape how and what students learn, they also impact student attitudes toward language learning. In the long run, it is the lesson—not the curriculum or the unit plan—that students actually experience. It is through the lessons they teach each day that teachers communicate what language learning is all about and what they believe matters in language learning. As they experience the lesson, students may decide whether they will or will not invest their time and energy to learn the material.

- **Stage 1: What should students know and be able to do?**
- **Stage 2: How will students demonstrate what they know and can do?**
- **Stage 3: What activities will students experience to prepare them to demonstrate what they know and can do?**

The teacher must first think about two things: (1) what will students be able to do at the end of the lesson and more importantly at the end of each learning episode within the lesson, and (2) what must they know in order to do that? Since lessons occur within a unit context, everything the teacher includes in the lesson plan is housed under the umbrella of the unit's theme, learning targets, and knowledge base. This means that the learning targets for a particular lesson can come directly from the unit plan or may need to be "unpacked" to include a number of sub targets that are in service to a bigger, more inclusive target. However, the teacher arrives at the focus of the lesson, the target(s) should be attainable within the scope of the lesson's available time, and they should be stated in student-friendly language. Learning targets that speak to the needs and interests of students are more likely to capture their energy and commitment.

Do the activities you have selected do the following?

- Give students a reason for needing to or wanting to pay attention and be on-task

- Provide students with an authentic (real world) purpose for using language

- Make the learner—not the teacher—the active participant

- Engage *all* students as opposed to just one or two at a time

- Provide sufficient opportunities for input before expecting output

- Provide multiple, varied opportunities for students to hear new words and expressions in highly visualized contexts that make meaning transparent

- Represent the best use of instructional time

- Take an appropriate amount of time considering the age of the learner

- Include enough variety to enable a lively pace for the lesson

- Vary in the level of intensity and physical movement from one to the next

The Five Dimensions of Powerful Classrooms				
The Content	**Cognitive Demand**	**Equitable Access to Content**	**Agency, Authority and Identity**	**Formative Assessment**
The extent to which classroom activity structures provide opportunities for students to become knowledgeable, flexible, and resourceful disciplinary thinkers. Discussions are focused and coherent, providing opportunities to learn disciplinary ideas, techniques, and perspectives, make connections, and develop productive disciplinary habits of mind.	The extent to which students have opportunities to grapple with and make sense of important disciplinary ideas and their use. Students learn best when they are challenged in ways that provide room and support for growth, with task difficulty ranging from moderate to demanding. The level of challenge should be conducive to what has been called "productive struggle."	The extent to which classroom activity structures invite and support the active engagement of all of the students in the classroom with the core disciplinary content being addressed by the class. Classrooms in which a small number of students get most of the "air time" are not equitable, no matter how rich the content: all students need to be involved in meaningful ways.	The extent to which students are provided opportunities to "walk the walk and talk the talk" – to contribute to conversations about disciplinary ideas, to build on others' ideas and have others build on theirs – in ways that contribute to their development of agency (the willingness to engage), their ownership over the content, and the development of positive identities as thinkers and learners.	The extent to which classroom activities elicit student thinking and subsequent interactions respond to those ideas, building on productive beginnings and addressing emerging misunderstandings. Powerful instruction "meets students where they are" and gives them opportunities to deepen their understandings.

Please make sure you have all these components in your lesson plan. Refer to the following canvas course on lesson design for handouts on how to do each part of the lesson at https://graniteschools.instructure.com/courses/1118234/modules.

Lesson Planning Template & Reflection

1. Teacher Name		2. Course/Content/Grade:	
3. Unit/Module/Topic		4. Agenda for day posted on board	**Briefly list the components of the lesson in the order they will occur**. Activities should be sequenced from basic to complex. Give approximate lengths of time for each component.
5. Core Standard(s) **Identify what you intend to teach.** State, Common Core, ACT College Readiness Standards and/or State Competencies	**DQ 1 – How will I communicate clear learning goals that help students understand the progression of knowledge they are expected to master and where they are on the progression.**	6. Objective(s) **Content:** **Language** **Connect prior learning to new learning.** Clear, Specific, Observable, Demanding, High Quality, Measurable, Aligned to Standard(s), and Integrated with other subjects, build on prior student knowledge Student-Friendly (I Can Statement)	**I can…..** **I will…**
7. Assessment to show proficiency of the learning target		**DQ 2 – How will I design and help students understand how related to their status on the are expected to know.**	**administer assessments that their scores and grades are progression of knowledge they**
8. Essential Vocabulary		9. Technology Integration: **(Where applicable)** **Materials Needed:**	

| 10. Scaffolding for ALL Learners/Engagement Strategies.

TEACHER KNOWLEDGE OF STUDENTS | **Learning styles and interests – Anticipate learning difficulties, regularly incorporate student intests and cultural heritage, differentiate instructional methods.**

Graphic organizers, Word Walls, Video Clips, Information Cards | **Grouping Types (including interventions for diverse** learners): circle the grouping seen in the lesson. **Maximize student understanding & learning** Varied group composition (race, gender, ability, & age); clearly understood roles, responsibilities & group work expectations; accountability for group & individual work; student opportunities for goal setting, reflection & evaluation of learning | partners   small group   whole class   stations   individual |

			Procedures	Behavior Management
	Starter – how will I review content? **DQ 8 – What strategies will I use to help students feel welcome, accepted and valued?**	What the teacher does: What the student does:	**Procedures** **Looks Like** **Sounds Like**	**Behavior Management** Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals
	Hook and Motivationc - What is Student Prior Knowledge or background knowledge that students need for this topic?	**Hook": Engage students' attention and focus on learning.** Personally meaningful and relevant, reinforce and reward efforts	**Procedures** **Looks Like** **Sounds Like**	**Behavior Management** Cueing, proximity, attention signal, time limits, expectations, engagement, voice signals
	MODELING: **(I DO)** **Step-by-Step Procedures-Lesson Sequence: Basic to Complex.** Lesson includes visuals, modeling, logical sequencing and segmenting (beginning, middle, ending); essential information; concise communication; grouping strategies; differentiated instructional strategies to provide intervention & extension; seamless routines; varied instructional strategies; key concepts & ideas highlighted regularly.	What the teacher does: What the student does: **Engagement & Checking for Understanding: (What will students be saying, writing, reading and doing)** **Domain 1 C - Praising strengths and constructively addressing weaknesses**	**Procedures** **Looks Like** **Sounds Like**	**Behavior Management** Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals DQ 7 – What strategies will I use to help students understand and follow rules and procedures?
	Activities & Materials	**Content-related:** Clearly supports lesson objective(s); rigorous & relevant; time for reflection **Student-centered**: Induce curiosity & suspense; provide choices & student-to-student interaction **Materials-related:** Incorporates multimedia & resources beyond the textbook; some activities which are game-like, involve simulations, & demand self-direction & self-monitoring		
	QUESTIONING **(embedded throughout)** **And Engagement**	**Balanced mix of question types.** Utilizes Blooms Taxonomy/Webb's Depth of Knowledge; high	What engagement strategies and questions will I use to help students pay attention, be	

	PLANNED QUESTIONS: Knowledge/Comprehension Application and Analysis: Creation and Evaluation	frequency; purposeful & coherent; require active responses; balance based on volunteers/non-volunteers, ability, & gender; lead to further inquiry & self-directed learning (See Appendix)	energized, be intrigued, and be inspired?	
	Guided Practice (WE DO Together) DQ 4 – After content has been presented, how will I design and deliver lessons that help students deepen their understanding and develop fluency in skills and processes. while guided by teacher?	**What the teacher does:** **What the student does:** **Engagement & Checking for Understanding: (What will students be saying, writing, reading and doing**	**Procedures** **Looks Like** **Sounds Like**	**Behavior Management** **Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals**
	(YOU DO) (DQ 5 – Throughout all types of lessons, what strategies will I use to help students continually integrate new knowledge with old knowledge and revise their understanding? How will I check on each student's learning? Provide opportunities for students to generate ideas & alternatives; analyze, evaluate & explain information from multiple perspectives & viewpoints	**What the teacher does:** **What the student does:** **Engagement & Checking for Understanding: (What will students be saying, writing, reading and doing**	**Procedures** **Looks Like** **Sounds Like**	**Behavior Management** **Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals**
	CLOSURE DQ 10 How will I close the lesson to form a coherent picture an reinforce the purpose? Students reflect on their learning and provide feedback on their understanding to the teacher	What the teacher does: Hands out exit ticket to check for understanding to use the next day to divide students up into small group What the student does: Answers sheet quietly before they leave and turns into teacher as they leave	**Procedures** **Looks Like** **Sounds Like**	**Behavior Management** **Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals**
	Feedback	Teacher will check independent practice to verify student understanding and provide		

	Support student learning and adjust instruction. Consistently academic focused, frequent & high quality, specific, timely, high quality & relates to lesson objective/sub-objective; prompts student thinking; assesses progress; individualized & varied	feedback to students on their learning and growth. Teachers who had problems will work with the teacher during small group or some reteaching activities to help them understand.		
	ASSESSMENT **How will the teacher know the instructional objective was met?** How will I use test data to adjust future instruction?		**Procedures** **Looks Like** **Sounds Like**	**Behavior Management** Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals
	RETEACH/ENRICHMENT DQ 11 - What will I do for the students who are struggling to meet target? What will I do for the students who have met the target?	Tier 2: Enrichment:	**Procedures** **Looks Like** **Sounds Like**	**Behavior Management** Cueing, proximity, attention signal, time limits, expectations, engagement, voice, signals

What students will require extra support?	What is your plan?	What is the antecedent? How will you manage the Behavior?
DQ 9 – What strategies will I use to help reluctant students feel valued and comfortable interacting with me, their peers, and content?		

Pacing (Mins.)	LESSON SEQUENCE

Lesson Plan Reflection Questions - <u>Domain 4 - Professional Responsibilities -</u> Evaluating and refining educational practices on an on-going basis, and engaging in annual self-reflection and evaluation of personal educational practices.
Was the instructional objective Met? How do I know students learned what was intended?
Were students productively engaged? How do I know?
Did I alter my instructional plan as I taught the lesson? How and Why?
If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?
Are my students ready to "move on"? If yes, how do I know? If not, what adjustments/re-teaching do I need to make to ensure student understanding? How did I assess during each part of the lesson?
Domain 4 A - Professional Responsibilities - Seeking out opportunities for professional learning, and applying professional learning to individual educational settings. **Do I need additional staff development on any area of instructional planning? If so, what?**

Lesson Design Questions (DQ)

DQ 1 – How will I communicate clear learning goals that help students understand the progression of knowledge they are expected to master and where they are on the progression?

DQ 2 How will I design and administer assessments that help students understand how their scores and grades are related to their status on the progression of knowledge they are expected to know?

DQ 3 – When content is new, how will I design and deliver direct instruction lessons, in small steps, that help students understand which parts are important and how the parts fit together?

DQ 4 – After content has been presented, how will I design and deliver lessons that help students deepen their understanding and develop fluency in skills and processes while guided by teacher?

DQ 5 – Throughout all types of lessons, what strategies will I use to help students continually integrate new knowledge with old knowledge and revise their understanding?

DQ 6 – What engagement strategies and questions will I use to help students pay attention, be energized, be intrigued, and be inspired?

DQ 7 – What strategies will I use to help students understand and follow rules and procedures?

DQ 8 – What strategies will I use to help students feel welcome, accepted and valued?

DQ 9 – What strategies will I use to help reluctant students feel valued and comfortable interacting with me, their peers, and content?

DQ 10 How will I close the lesson to form a coherent picture an reinforce the purpose? Students reflect on their learning and provide feedback on their understanding to the teacher

DQ 11 - What will I do for the students who are struggling to meet target? What will I do for the students who have met the target?

DQ 12 How will I use test data to adjust future instruction?

Daily Lesson Reminders:

How will I use a "starter" and "hook"?

What type(s) of lessons will I use in today's class? (Direct instruction, Practicing, and Deepening, Knowledge Application?)

How activities will I use to ensure high engagement?

How will I assess students and what questions will I ask to check for understanding? How will I give students feedback on their learning?

How will I remind students of rules and procedures and go out of my way to establish a positive relationship?

How will I differentiate instruction for reluctant learners?

Adapting Lessons for Struggling Learners

Although the best way to adapt a lesson for your students who are less proficient at mastering material quickly is to respond to them as individuals, sometimes you may find that several students are experiencing difficulties. In the following list, you will find some ways to adapt lessons so that all of your students can be successful.

- Vary the learning modalities in a lesson that will make it easier for all students to learn and use their preferred learning styles.

- Provide more examples, models, and demonstrations.

- Build on students' prior knowledge.

- Build students' self-confidence by encouraging their efforts as well as their achievements.

- Allow students to work with peers in mixed-ability groups.

- Supply students with support materials such as word banks, graphic organizers, technology practice, and outlines.

- Give more time to complete an assignment.

Helping struggling students in a variety of ways will guide them on the road to success and make your classroom a fun and interesting learning environment for everyone.

HOW TO PLAN FOR DIFFERENTIATED INSTRUCTION

STEP 1 – KNOW YOUR STUDENTS

Determine the ability level of your students.
> This can be done by surveying past records of student performance to determine capabilities, prior learning, past experiences with learning, etc.

Survey student interests.
> It is also important to get to know your students informally. This can be done by an interest inventory, an interview/conference, or asking students to respond to an open-ended questionnaire with key questions about their learning preferences (depending on the age group).

Is behavior management a problem?
> This is key when planning for activities that require less structure. However, it is still important to determine learning styles and preferences for students who may have a hard time controlling their behaviors. Sometimes knowing preferences can help to motivate students to attend to any tasks that are presented.

STEP 2 – HAVE A REPERTOIRE OF TEACHING STRATEGIES

> Because "one size does not fit all," it is imperative that a variety of teaching strategies be used in a differentiated classroom.

Direct Instruction
> This is the most widely used and most traditional teaching strategy. It is teacher centered and can be used to cover a great amount of material in the amount of time teachers have to cover what students need to learn. It is structured and is based on mastery learning.

More information can be found on: http://www.teachnology.com/teachers/methods/models/

Inquiry-Based Learning

Inquiry-based learning has become very popular in teaching today. It is based on the scientific method and works very well in developing critical thinking and problem solving skills. It is student centered and requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery.

For more information, go to: http://www.teachnology.com/currenttrends/inquiry/

Cooperative Learning

Probably one of the most misunderstood strategies for teaching is "cooperative learning." Yet, if employed properly, cooperative learning can produce extraordinary results in learning outcomes. It is based on grouping small teams of students heterogeneously according to ability, interest,

background, etc. However, one of the most important features of cooperative learning is to pick the best strategy that will be used to assign the task for students to accomplish. The more popular strategies include Jigsaw II, STAD-Student Teams, or Group Investigation.

For more information, go to: http://www.teachnology.com/currenttrends/cooperative_learning/

Information Processing Strategies

Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies include, but are not limited to, memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.

More information on this topic can be found at: http://www.teachnology.com/teachers/methods/info_processing/

STEP 4 – IDENTIFY

Ways to Assess or Evaluate Student Progress

Once again, we cannot assume that "one size fits all." As a result, varying means of student assessment is necessary if

students are to be given every opportunity to demonstrate authentic learning. Authentic assessment has been around for a long time and is now taking the limelight as we attempt to measure students' progress in a fair and equitable way. A variety of assessment techniques can include portfolios, rubrics, performance-based assessment, and knowledge mapping.

For more information on this topic go to: http://www.teachnology.com/currenttrends/alternative_assessment/

The Bottom Line

Differentiated instruction is about using teaching strategies that connect with individual student's learning strategies. The ultimate goal is to provide a learning environment that will maximize the potential for student success. The important thing to remember is to hold on to the effective teaching strategies that lead students to positive learning outcomes and to make adjustments when necessary. It's about being flexible and open to change. It's also about taking risks and trying teaching and learning strategies that you would have otherwise ignored. It's about managing instructional time in a way that meets the standards and also provides motivating, challenging, and meaningful experiences for school age students who are socialized to receive and process information in ways that require differentiation of experience. These are very exciting times for the teaching profession; we are faced with a generation of learners who are challenging us to think about how we deliver instruction.