

## Designing a Lesson

**Review** unit learning objectives and summative assessment

**Review** student information (learning styles, interests, strengths, skill levels, etc.) and pre-assessment information

### Where to Begin?

- Identify the Learning Objective(s)

*What should students be able to know, understand, and do at the end of the lesson?*

*Decide if you will use:*

*same goal for all*

*advanced goal*

*modified goal*

- Design formative assessments - Identify appropriate places to use formative assessments, obtain feedback from students and provide feedback to students.

*How will the formative assessments be administered?*

*individual*     *with a partner*     *small group*     *large group*

*What kinds of formative assessments might be used?*

*whiteboard*

*discussion question*

*quizlet*

*exit card*

*warm up*

*fist of five*

*thumbs up/ thumbs down*

*practice quiz*

*other*

## Designing the Lesson

*Hook*

### To differentiate based on skill levels:

- Brainstorm a range of activities that could be used to teach the targeted learning objective. Include activities that might be “too high” as well as those that might be “too low”.
- Based on information gathered from pre-assessment, students’ learning needs, your expertise with the curriculum, etc. first design the on-grade level activity.
- After reviewing student skill levels, adjust/increase the complexity of the activity for higher skilled students.
- After further review of student, adjust the complexity of the activity for lower skilled students.

### To differentiate based on learning preferences, multiple intelligences, interest:

- Brainstorm a range of activities and sort activities into categories based on learning preferences, multiple intelligences, student interests, etc.
- Based on student information, group students accordingly, and assign the activity designed for their particular interest/preference group.

*Notes: (Specific student concerns, possible activities, etc.)*

<b>Content Resources</b>	<b>Instructional Activities</b>	<b>Application/Practice</b>				
<p><i>Will students use:</i></p> <p><input type="checkbox"/> <i>same resources</i></p> <p><input type="checkbox"/> <i>different resources</i></p> <p><i>What kinds of resources will be used?</i></p> <p><input type="checkbox"/> <i>reading</i></p> <p><input type="checkbox"/> <i>video</i></p> <p><input type="checkbox"/> <i>power point</i></p> <p><input type="checkbox"/> <i>investigations</i></p> <p><input type="checkbox"/> <i>labs</i></p> <p><input type="checkbox"/> <i>other</i></p> <p><i>Notes:</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;"><u>Whole Class</u></th> <th style="width: 50%; text-align: center;"><u>Small Group</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <input type="checkbox"/> <i>single strategy for all</i>  <input type="checkbox"/> <i>use multiple modalities</i>  <i>(auditory, visual, kinesthetic)</i>  <input type="checkbox"/> <i>use multiple learning preferences (mult intelligences)</i> </td> <td style="padding: 5px;"> <input type="checkbox"/> <i>Same activity for all</i>  <input type="checkbox"/> <i>Tiered activities based on:</i>  <input type="checkbox"/> <i>skill levels</i>  <input type="checkbox"/> <i>readiness</i>  <input type="checkbox"/> <i>interest/choice</i>  <input type="checkbox"/> <i>mult intelligences</i> </td> </tr> </tbody> </table> <p><i>Notes:</i></p>	<u>Whole Class</u>	<u>Small Group</u>	<input type="checkbox"/> <i>single strategy for all</i> <input type="checkbox"/> <i>use multiple modalities</i> <i>(auditory, visual, kinesthetic)</i> <input type="checkbox"/> <i>use multiple learning preferences (mult intelligences)</i>	<input type="checkbox"/> <i>Same activity for all</i> <input type="checkbox"/> <i>Tiered activities based on:</i> <input type="checkbox"/> <i>skill levels</i> <input type="checkbox"/> <i>readiness</i> <input type="checkbox"/> <i>interest/choice</i> <input type="checkbox"/> <i>mult intelligences</i>	<p><i>Will practice for students be:</i></p> <p><input type="checkbox"/> <i>same for all</i></p> <p><input type="checkbox"/> <i>tiered by learning preferences</i></p> <p><input type="checkbox"/> <i>tiered by readiness</i></p> <p><input type="checkbox"/> <i>tiered by challenge/Complexity</i></p> <p><i>Notes:</i></p>
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- Run a mental tape of each step in the lesson sequence to make sure things make sense for the diverse group of students.

*Closure*

Remember to consider:

- How will you manage the delivery of different tasks for different groups?
- Where/what formative assessments will be used? How will you respond to formative assessment information?

## After Delivering the Lesson

- Evaluate the lesson's success with students.
- What evidence do you have that the lesson was successful?
- Identify students who did not master the material and what/if remediation is needed.
- What worked, what didn't and why?
- Record lesson changes for future reference.

*Notes:*

## At the end of the Unit:

- Reflect on summative data
- What evidence do you have the unit was successful?
- Identify students who did not master the material
- What remediation is needed?
- What worked and what didn't? Why?
- Record lesson changes for future reference.
- SAVE your unit summative data for future reference.

*Notes:*