

Lesson Design Overview

Thinking Skills Objectives – Big Picture

Mastery Objectives – What to *KNOW* and *DO* – Curriculum

Involvement – Developing and Maintaining Engagement

Activities – What to do to develop skills/understanding

Coverage – Skill or Concept

Introduction

WHY

- ◆ What are the Essential Questions that students should answer as part of the Enduring Understanding (or the larger concept)? These are sometimes identified in curriculum framework.

WHAT

- ◆ Statement of Objective: Indicators for what students should know and be able to do.
- ◆ Rationale: *Why* or *how* the concept fits into the larger content, perhaps with real world connections.

HOW

- ◆ Specifics: Statement of time frame, materials, agenda
- ◆ Pre-assessment: Finding out what students know or can do already – oral questioning, quick list, warm-up, differentiation preparation.
- ◆ Vocabulary: Clarify terms of possible confusion and conduct activities to promote comprehension of terms.

Engagement/Instruction

- ◆ Activities: Graphic organizers, flow charts, time lines, task size (individual, paired, or group), reading passages, video clips, responding to questions, reporting, practice exercises, prompts, development of rubric, portfolio activities, differentiation, enrichment

- ◆ Checking for Understanding: Planned breaks in flow to confirm understanding – oral questioning, show of hands, pre-arranged signals

Assessment

- ◆ Determining comprehension or mastery: Oral questioning, graded or ungraded written response, quiz-test, checklist for understanding, rubric, differentiation occurs [formative and summative]

Closure

- ◆ Summarization of events and concepts, verbal or written connections beyond lesson, response to Essential Question (not always possible)
- ◆ Business: Homework, scheduling, future tasks, announcements

-----Written and Taught Curriculum-----

Assessed Curriculum