

Lesson Design

Definition: Skills in a lesson used by the teacher to increase the probability of student learning

Anticipatory Set	<p>“FIT”</p> <p>Focus on past learnings or experiences (something they have already done)</p> <p>Involve all the learners (What they do)</p> <p>Transfers to the objective/lesson (Use the focus to go to a new idea)</p>
Objective	<p>Allows st. to know what they will learn & how they will show they have learned it.</p> <p>What will the learner be able to do at the end of instruction?</p> <p>Why is it useful, or relevant?</p>
Purpose	<p>Lets students know why they should learn this</p>
Input	<p>Gives students the information they need</p> <p>What information is needed by the st. in order to accomplish the objective?</p>
Modeling	<p>Shows the product or process of what students are learning</p> <p>What steps will you take to provide modeling?</p> <p>How will the st. ascertain the critical attributes of the learning?</p>
Check for Understanding	<p>Allows the teacher to verify if students understand what they are learning</p> <p>What can you do to ensure that learning has taken place?</p>
Guided Practice	<p>Gives st. the opportunity to try the new learning with the teacher guidance</p> <p>How will you carefully guide the students’ initial attempts to be accurate and successful?</p>
Closure	<p>Allow students the time to summarize and internalize the new Learning (Learner answers for themselves. Emphasis on the learning not activity)</p> <p>How will students have opportunities to indicate they have accomplished the objective?</p>
Independent Practice	<p>Give students the opportunity to try the new learning on their own to develop fluency</p> <p>What practice will students have in developing fluency without the availability of the teacher?</p>