

Lesson Design Template [annotated]

Used to **design** your integrated Technical/*Life*Knowledge Lesson

Note: Lesson *design* and lesson *delivery* are two different processes. In design, we build the lesson backwards with the end in mind. In delivery, we present in a way that maintains engagement. This template is used for the **design** of your lesson. Follow the Steps to build your lesson

Step 1: Title of Lesson

Besides the regular title like "Types of Soils" consider adding a subtitle like "It's a dirty job but someone's got to do it!"

Step 2: Background

- o Unit within which the lesson resides
- o LifeKnowledge Precept(s)
- o Content Standards
- o Key Terms: What is the "academic language" for this lesson?

Step 3: Objective(s)

What will students know and/or be able to do?

Remember: An objective is a statement of what the students will know and be able to do. It contains a measureable action verb such as demonstrate, chart, write, and list. Other action verbs such as compare, analyze, evaluate may be used as long as the measureable activity is included. For example: Students analyze four types of soil by testing the pH balance. Normally, there is one objective for each lesson. This is known as the terminal (end) objective. Smaller objectives may be written for each step of the instructional sequence. These smaller objectives must lead to the terminal objective.

Step 4: Evaluation (w/ answer key or rubric)

How will students show that they know the objective?

Evaluations take many forms. The more traditional ones are tests, quizzes and essays. Other forms include skits, drawings, poems, songs/raps, interviews, advertisements, annotated videos, etc. For the more alternative forms students need a rubric of essential criteria.

Step 5: Review/Application

How will students rehearse/apply what they've learned so they build competence and confidence?

During this portion of the lesson students will want to prove to themselves that they know it. They seek clarity and practice the information/steps.

Step 6: Summary of Content: (Think of this as an outline; a bird's-eye view of the lesson.)

How will students gain the knowledge and/or skill to accomplish the objective?

It's time to orchestrate students' success! Now that you're clear about the objective, the evaluation and the review, you'll orchestrate their learning to ensure high engagement and high competency with the content. Remember: An engaged brain is a learning brain. Get students involved whether it's simply taking notes or acting out scenarios. Use these guide questions:

- What specifically is the essential content—the most salient information/skills?
- How can the content be chunked into smaller unit?
- What activity would reinforce the information in each chunk? (pair share, drawing, complete a diagram, role play, create body motions, etc.)
- What is the sequence of content and activities that would provide greatest mastery?
- What E-Moment fits best with this content and increases mastery?
- Where in the instructional sequence can you weave in the *LifeKnowledge* precept?

Instructional Sequence, Activities, and Strategies

Based on your outline above, write out the lesson. What do you say? What do you do? What directions do you give for activities? What are probable responses to the questions you pose to the class?. This write up includes:

- what the teacher says and does
- references to materials, slides, handouts, etc.
- contextual sets
- directions
- E-Moment(s)
- a *LifeKnowledge* precept
- positive and inclusive languaging
- use of academic language

Step 7: Interest Approach

How will students' attention be captured and interest piqued?

Here comes the fun part. Given what you know about the content and the terminal objective what is an effective way to create curiosity? Experiments, hands-on experiences, startling facts, stories, movie clips, YouTube videos, and asking 'How many of you...' type questions are a few examples.

Another way to craft an interest approach is Quantum Learning's Prime Directive—Enter Their World. Think of the many aspects of students' lives—family, peers, hobbies, interests, music, movies, and responsibilities. Use a situation from their lives that represents the lesson's overall theme. For example: Differentiating Soil Types can be connected to the decision making process used to determine what movie to see, what outfit to buy, or what chore to do first. By tapping into students' personal, every-day experiences we ensure a greater connection to the content.

The interest approach is also a place to weave in the *LifeKnowledge* precept you've chosen. In the example above, decision-making is the precept.

Step 4: Logistical Information

- Time
- Resources (books, video, websites, etc.)
- Tools, Equipment, Supplies

Resources: Overhead Masters/Printed copy of PowerPoint slides

- o overhead masters
- o masters: handouts, note pages, quizzes, tests
- o answer keys
- o PowerPoint slides
- o PDF version of PowerPoint slides.