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**Critical Components of Lesson Design**

Directions: Download the document to your computer. Save it as YourName\_Lesson X (replace X for the lesson number, i.e., 1, 2, or 3). Fill in each section. Each textbox will expand to allow you to enter as much text as needed. SAVE the document and upload it to your instructor using the assignment link within the lesson.

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| --- | --- | --- | --- |
| Name: |  | Date: |  |
| Grade Level: |  | Subject Area: |  |
| Materials list |  | Lesson Title: |  |
|  | | | |
| **Standard(s)**  *PreK-12 Academic Standards identify what students should know and be able to do, specific to a subject area, by the end of each grade level. Provide the grade level and targeted standard(s) for the lesson.*  Copy and Paste Complete Standard.  (InTASC: 4n, CEC: 5, HLP: 11, 12) | |  | |
| **Learning**  **Objective(s)**  *As the lesson's focus, the learning objectives are specific, measurable, and observable, and include the following components:* ***A****-Audience,* ***B****-Behavior,* ***C****-Condition,* ***D****-Degree of Mastery.*  *Be sure to label the component criteria (A,B,C,D) to demonstrate your understanding of the parts of a learning objective.*    (InTASC 7a, CEC: 2, 3, 4, 5, HLP: 11, 12, 13) | |  | |
| **Assessment**  ***Assessment*** *data collected at the end of the lesson indicates the level of student mastery achieved and provides valuable guidance when planning future instruction.*  *The independent practice activity often doubles as the "assessment" to determine whether the students have met the minimum proficiency goal (also known as the degree of mastery).*   |  | | --- | | (InTASC: 6a, 6c, CEC: 2, 3, 3, 5, HLP: 4) | | |  | |
| **Explicit Instruction**  Explicit instruction is a carefully planned, focused, highly structured, teacher-facilitated, and engaging form of teaching. Not only is explicit instruction effective and efficient, its emphasis on deconstructing and categorizing concepts, skills, and strategies into small, manageable components provides the scaffolded support all students need to achieve mastery.  Gradual Release Model:  I do, We do, You do  In order to demonstrate your thorough knowledge of each critical component, you will insert an abbreviated indicator at the end of each content item. Direct Instruction: (DI)  Modeling: (M)  Guided Practice: (GP)   Active Engagement (AE)  Checking for Understanding: (CU) Independent Activity (IA). | | | |
|  | | *The teacher candidate will…* **Introduce / Connect** | |
| **Setting the Stage**  **(I do)**  *This engaging and motivating “introduction” includes directly stating the lesson objective in “student-friendly” language and linking students’ prior learning and real-life situations to the lesson content.*  (InTASC: 7a, CEC: 2, 3, 4, 5 HLP: 11, 12, 13, 21) | |  | |
|  | | *The teacher candidate will…* **Explain / Identify / Define / Describe / Model** | |
| **Presentation of New Content/Modeling**  **(I Do)**  *This teacher-facilitated presentation of new content includes identifying, defining, explaining, and modeling the new concept, skill, or strategy being taught. A variety of presentation modalities should enhance the learning opportunity, emphasize relatable real-life application, and maintain students' interest.*    (InTASC: 1a, 1b, 2a, 2b, 2e, 4d, 8a. 8b, 8e, CEC: 1, 2, 3, 4, 5, HLP: 13, 14, 15, 16, 20, 21) | |  | |
|  | | *The teacher candidate will...* **Assist / Scaffold Instruction / Demonstrate** | |
| **Guided Practice**  **(We Do)**  *The teacher scaffolds support and feedback as students participate in engaging practice opportunities designed to promote a thorough understanding of the new content.*    (InTASC:  3d, 3i, 6d, 6e, 6n, 6s, CEC: 2, 3, 4, 5, HLP:  15, 16, 17, 18, 19, 20, 22) | |  | |
|  | | *The teacher candidate will...* **Actively Monitor / Encourage / Reteach** | |
| **Independent Practice**  **(You Do)**  *Introduce an activity for students to complete on their own, which aligns with the learning objective(s) and measures student mastery of the lesson content.*    (InTASC: 2c, 4b, 6a, 6c, CEC: 2, 3, 4, 5, HLP: 4, 18, 21) | |  | |
|  | | *The teacher candidate will…* **Revisit / Reconnect / Relate to Real-Life** | |
| **Closing the Lesson**  *The teacher and students revisit and summarize the lesson's key learning points.*  *The teacher connects the new learning with future instruction.*    (InTASC: 1b, 3b, 3e, 4a, 4e, 6e, 6f, 8i CEC: 2, 3, 4, 5, HLP: 16, 18, 21, 22) | |  | |
|  | |  | |
| **Other Considerations**  *ex:  differentiation for specific students, accommodations/modifications, behavior plans, health plans, etc.*  (InTASC: various CEC:  2, 3, 4, 5, HLP:  7, 8, 9, 10, 17) | |  | |