Rio Salado College

Critical Components of Lesson Design Guide

Creating a detailed lesson plan will help ensure that the sequence of explicit instruction is well thought-out, logical, and structured to enhance the presentation of new content.
For teachers to facilitate the optimal learning opportunity for their students, they will select appropriate content, craft questions, and develop activities that will support mastery of the measurable objective(s). Carefully planned and delivered lessons meet students where they are on the learning continuum and promote mastery of the measurable objective(s) in an interesting and engaging manner.

Rio Salado College's Educator Preparation Program's lesson plan template includes the following components (in order as presented in the template):

This is logistical information that sets a context for the instruction taking place.

- **Who** (Grade level)**, What** (Subject Area)**, When** (Date)
- **Materials List**
- **Standard(s)**
- **Learning Objective(s)**
- **Assessment and Degree of Mastery**
- **Setting the Stage**
- **Presentation of New Content/Modeling**
- **Guided Practice**
- **Independent Practice**
- **Closing the Lesson**
- **Other Considerations**

Materials List

All teachers want to be sure the materials they need for a lesson are organized and accessible.
This component includes all curriculum content, supplementary resources, media, technology, and other supplies (ex.: paper, pencils, markers, etc.) needed to have what they need to access and work with the new content.

Standard(s)

Each state has identified its own set of academic standards. 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. As you develop this part of your plan, provide the grade-level and targeted standard indicators and "standard" wording for the lesson you are designing.

Learning Objective(s)

Learning Objective(s) articulate the focus of the lesson. They are carefully crafted statements that describe the significant and essential learning taking place during the lesson. In other words, learning objectives identify precisely what the student will know and be able to do (and to what specific degree) by the conclusion of the lesson.

Even though it appears to be a simple statement, creating an objective (which aligns with the lesson's standards and is measurable) takes a bit of practice. To assist in creating an objective, the ABCD model identifies four critical parts:

Audience
The audience describes the intended learners. (i.e., The students will…, The 3rd-grade students will..., The history students will…)

Behavior
The behavior is represented by the "measurable" verb, which describes precisely what the audience will learn or be able to do at the conclusion of the lesson. Bloom's Taxonomy and Webbs' Depth of Knowledge (see below) are great resources for selecting specific and, most importantly, measurable verbs (i.e., use context clues, create, describe, identify, design).

Condition
The condition further describes the specific circumstances (which often include curriculum/content) the students will need to demonstrate their learning. The condition offers a "drilled down" description -of required resources or materials the students will need access to demonstrate their ability to meet/exceed the criteria for success (using a metric ruler, given a 2nd-grade narrative passage, using a drawing program on the computer).

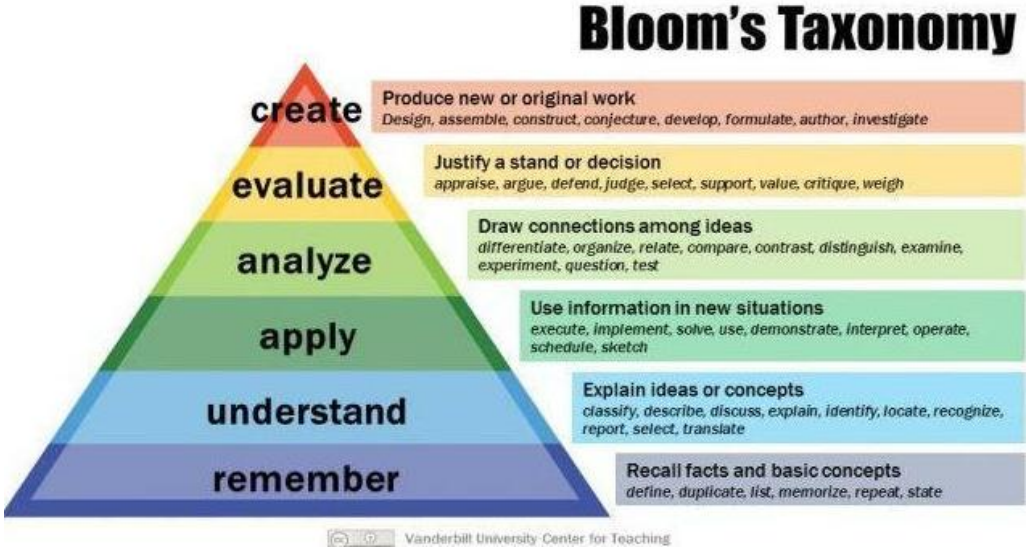
Degree of Mastery
The degree states the minimum benchmark criteria. Specifically, it is the quantitative mastery level that the students will perform on a given task to meet the learning objective. (i.e., 100% of the students will achieve at least 8 out of 10 points OR 3 out of 4 on a rubric OR 9 out of 10 on a given product checklist).

Examples:
Learning Objective(s) Exemplars (with labeled component indicators)

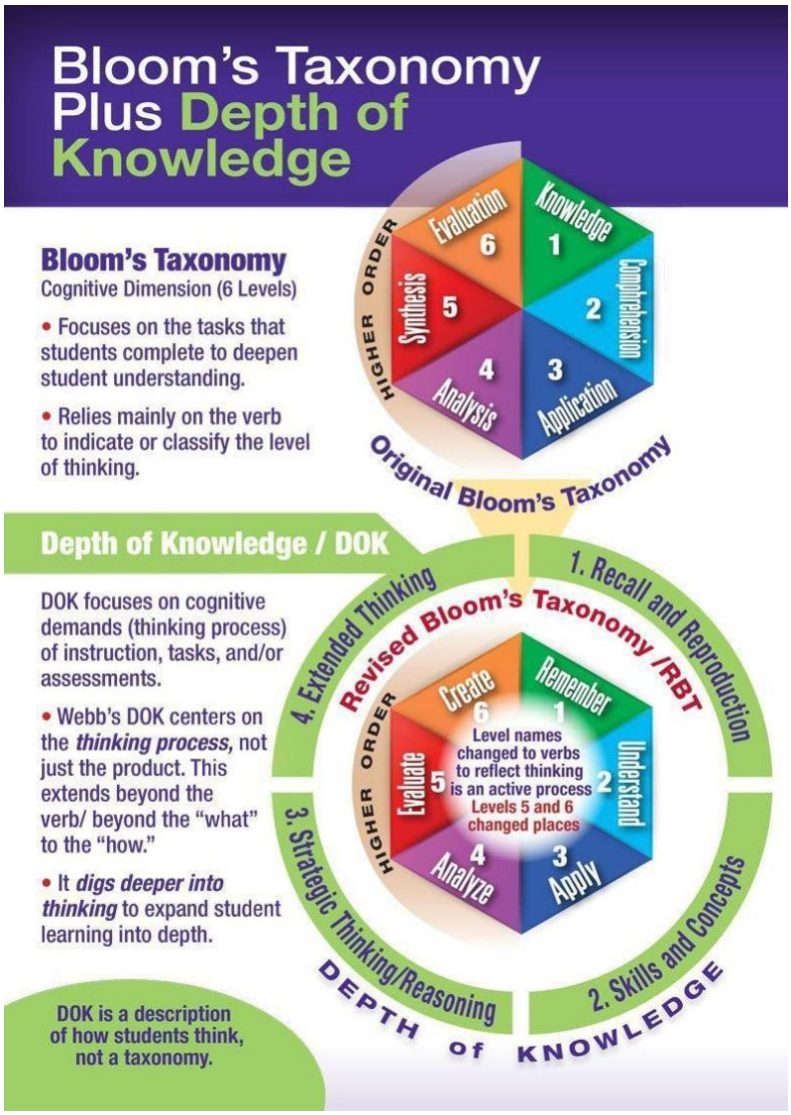
- The students (A) will be able to use context clues (B) in a 2nd-grade level narrative passage (C) and answer 4/5 questions with 100% accuracy (D).
- The 3rd-grade students (A) will be able to create(B) 8 out of 10 polygons (D) using a drawing program on the computer (C).
- The students (A) will be able to identify and describe (B) the five literary elements in a Grimm's fairy tale read aloud (C) by achieving 3 out of 4 on a rubric(D).
- The history students (A) will be able to design (B) a timeline of at least 5 Civil War battles located in the grade-level text (C) and achieve a 9 out of 10 on a given product checklist (D).

The behavior/action verb is an essential part of an objective as it describes the cognitive rigor required during the learning opportunity. During the assessment portion of the lesson, Bloom's Taxonomy and Webbs' Depth of Knowledge are two resources widely used in the education field and backed by educational research to precisely and accurately describe intended behaviors.

Bloom's Taxonomy is a resource that showcases specific verbs which indicate or classify the level of cognitive rigor needed to learn the new concept, skill, or strategy. This very precise, descriptive verb can be found within the wording of a learning objective. The six levels of Bloom's Taxonomy (listed in order of the lowest cognitive rigor to the highest) include: Remember, Understand, Apply, Analyze, Evaluate, and Create.



Webb's Depth of Knowledge (DOK) by Nathan Webb was developed based on research about student thinking to maximize student learning. Webb's DOK focuses on the thinking process, specifically, how deeply students must understand a new concept, skill, or strategy to recall, explain, and apply their (new) learning in an everyday context. So, this particular set of descriptors extends beyond the Bloom's Taxonomy "verb" and addresses the cognitive rigor needed to adequately complete the assessment or the "how" and "to what level" the students will demonstrate their (new) understanding.



Assessment

The "Assessment" component of the lesson plan includes a summary of any assessment data you may have collected to guide the planning of your instruction, as well as the assessment you plan to conduct at the end of the lesson to determine if your students achieve the desired level of proficiency.

Not only does assessment data illustrate the need for the lesson, but it also indicates the effectiveness of the instructional delivery to inform future planning.

Pre-Assessment: (optional) Data collected prior to the lesson drives the instructional focus. This data could be derived from teacher-made tests, DIBELS, progress monitoring, state/district assessments, etc. When designing a lesson plan or a Sequential Lesson Plan Unit, as a part of a field experience assignment, the mentor teacher should be consulted for direction in terms of specific data which supports the lesson plan's learning objective(s).

Post-Assessment: Data collected at the conclusion of the lesson (or series of lessons/unit) indicates student proficiency and mastery of the learning objective(s).

Types of Assessments

Formative assessment is more diagnostic than it is evaluative. It monitors student learning and can be conducted during a lesson to help the teacher adjust instruction if necessary. Typically, this type of assessment isn't "graded" and is often just a quick "snapshot" of student progress/proficiency. Formative assessment may include; a question and answer session, performance observation, listening in on small group work, individual contributions to collaborative group projects, "exit" tickets, anonymous voting, etc. Informal assessment observations should be documented (checklist, anecdotal notes, etc.) to guide future lesson planning.

Summative assessment evaluates student learning at the "end" of a lesson, unit, term, semester, or school year. Sometimes, the summative assessment "score" is compared to a universal standard or school benchmark. Typically, a summative assessment is taken under controlled conditions and is monitored closely. Summative assessments may include; tests (including those considered "high-stakes"), essays, worksheets, projects, speeches, oral reports, performances, etc. How may a teacher measure and document their students' achievement on a formal assessment? Possibilities may include a skill-based checklist, rubric, developmental scale, answer key for a test, essay, worksheet, or quiz.

Whether the post-assessment is formative or summative, it is an essential part of an effective lesson plan. All teachers need to demonstrate their ability to assess their students' current academic proficiency levels and plan a lesson that is appropriate. Once the students have completed the assessment activity (possibly the independent practice), teacher reflection needs to take place to plan future instruction. If the learning objectives were not met, this would indicate the need to reteach the lesson using a different teaching strategy or approach.

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, and its emphasis on deconstructing and categorizing concepts, skills, and strategies into small, manageable components provides the scaffolded support all students need to achieve mastery.

When teachers use explicit instruction, they demonstrate an accurate understanding of the subject matter while implementing developmentally appropriate and challenging learning opportunities for their students. Teachers use their understanding of individual student

differences and diverse needs to ensure inclusive experiences which maximize learning for all students. Teachers demonstrate how to connect concepts to engage students in critical thinking, creativity, and collaborative problem solving related to real-life situations. Specific instructional strategies are selected to enhance students' understanding of the (new) lesson content to generalize and connect learning across content areas and retain and apply new information over time. Formative assessment engages students in their own reflection and growth, monitors student progress, and guides future instructional planning.

Setting the Stage

Setting the Stage (I do) is the teacher's opening activity to gain the student's attention. The activity needs to create a level of anticipation and helps students shift gears to focus on the lesson at hand. Although brief, setting the stage activity should pack a powerful punch to get the students' attention. It is here where the teacher unveils the lesson objective to students. The activity must be closely aligned with the objective for students to make a clear connection. This is also where a teacher would point out how the content relates to students in their present life. ***Remember, even though the teacher is leading the activity, students are actively engaged.***

Presentation of New Content/Modeling

In the Presentation of New Content/Modeling (I do) phase of the lesson, the teacher will be presenting the new content using a student-centered approach. The teacher guides the presentation by explaining, identifying, defining, describing, and modeling for students. The content may be in the form of information, a new skill, or a strategy. As the teacher facilitates the presentation, she draws students into the lesson by asking questions, providing constructive feedback, and checking for understanding. Not only do you want to engage students within this phase of the lesson, but you'll also want to scaffold the information by sequencing it into steps and explicitly teaching each step. During this phase, the teacher should be modeling the thinking process aloud for students as a metacognitive strategy. By breaking the information down for learners, you can ensure each student has access to that information. If new vocabulary is introduced, it must be intentionally presented and clearly defined using a multi-sensory approach to learning to reach diverse learners.

Guided Practice (We do)

The Guided Practice (We do) portion of lesson planning and delivery involves more than one person (in this case, the students, along with scaffolded help from the teacher). The teacher's role in guided practice is critical to the success of the lesson as it is at this time he skillfully supports the students in application-based activities that support their understanding of the new concept, skill, or strategy being taught. At this time, the students are explicitly involved in the learning. The teacher is still guiding students, but his involvement is reduced as he helps students practice what they learned in the Presentation phase. Teachers may want to provide additional modeling or ask students to model their peers' information, skill, or strategy. This phase of the lesson will often involve

group or cooperative learning activities. The teacher busily monitors, observes, gives constructive feedback, and provides reteaching when necessary to correct any misconceptions. In this phase, students demonstrate their understanding of the content to their peers and teacher while gently guided toward the learning objective. Some students may need continued guided practice. Not all students immediately move into the You do phase. They may need to work with you in small groups for a while until they start to grasp the concepts, and/o practice with a partner."
Depending on the level of the students and the complexity of the content being taught, the guided practice (we do) phase of the lesson delivery may vary. It is the teacher's responsibility to monitor student performance during this phase and adjust accordingly. It's critical that students do not move into the I do phase until the teacher is relatively sure misconceptions do not exist, and students can perform the independent practice activity with few errors.

Independent Practice (You do)
When students are engaged in Independent Practice (You do), the teacher remains close by to observe and silently assess whether students need a follow-up or an extra guided practice opportunity to understand the new concept, skill, or strategy.
Within the independent practice (I do) phase of the lesson, the students apply what they've learned on their own. Also, by performing the task independently, the students show how well they have internalized the information, skill, or strategy. The teacher's role in this phase is as a supportive facilitator.

Closing the Lesson
The purpose of the closure is to leave students with an organized, meaningful, and lasting impression of the lesson content. This helps students better understand what they have learned and provides a way to apply it to the world around them. An effective closure will also help students to retain the key points from the lesson.
Careful planning and pacing allow the teacher time to cycle back to what, why, and how of students' learning to help them actively synthesize the parts into a whole. Closure makes that last connection with students.

Other Considerations
The other considerations portion of the lesson plan is a place to address some of the special needs present in your classroom; the detailed list of questions included in this lesson is a great place to begin to think about how you will tailor your lesson to meet the needs of all students. When planning a lesson, you have several things to consider. The first and foremost consideration is your learners. Teachers need to ask themselves some critical questions:

- How does this lesson address the cultural needs of your students?
- How does this lesson address the learning needs of your students, including ELL, students with disabilities, or gifted students?
- How does this lesson address the linguistic needs of your students?
- Have you planned for any required accommodations and/or modifications you need to make for students with IEPs?

- Do you present the information using various learning styles (audio, visual, kinesthetic, tactile)?
- Can students demonstrate and apply their new knowledge in a variety of ways?
- Are there behavioral concerns you need to address?

Other considerations may include the resources you have available for the lesson.

- What type of technology is available to you?
- How much time do you have?
- Is there a behavior plan you need to implement?