

Lesson Design

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