Lesson Design for Meaningful Learning

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Lesson Title: Date (s): Class:

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| **Welcome in/Establishing Rapport/Activating Background knowledge/****Hook**(10 minutes) | *Welcome In / Establishing Rapport* * *Make eye contact*
* *A brief greeting*
* *Make a personal connection*

*Activating Background Knowledge/Hook: A short activity that begins quickly and activates prior knowledge/engages student interests and curiosity/focuses attention before lesson begins.** *Ticket in the door / conference on check-ins*
* *A review question/prompt*
* *A problem to solve using previous learning*
* *A video, image or text displayed with a thinking/guiding question*
* *A mindful moment where students breath, visualize and/or focus attention*
* *Other:*
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| **Share learning goals, objectives and criteria for success**(5 minutes) | * *Share learning goals / learning objectives*
* *Share purpose for learning (why?) to make learning meaningful*
* *Share success criteria (what the students will know and be able to do when they have learned this)*
* *Share how students will demonstrate learning or a student-involved assessment opportunity (assessment as learning):*
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| **Input** (Teach) and **Model** (Show) (“I do, you watch” and “I do, you help”)(20 minutes maximum) | ***Teach and show*** *the content and skills students need to know to be successful** *Content Focus:*
* *Skills Focus:*
* *Guiding Question(s) for listening, reading and learning:: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***Model:*** *Examples that clarify understanding and make this learning meaningful** *Example #1:*
* *Example #2:*
* *Procedures, task instructions; show/lead the students through hear/see/do steps for success*

*Notes for Accommodations and Differentiation:**( content process product learning environment)* |
| **Guided** and **Independent** Practice (“we do it, you do it”(25 minutes) | *Teacher observes, prompts and may meet with a small group of students with an instructional focus to support guided or independent practice.**Student (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** *Instructional Focus*

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| **Checking for Understanding** and **Formative Assessment Opportunities**(10 minutes and ongoing throughout the lesson) | * *Content/knowledge/skill checks for understanding*
* *Focus on learning goals and success criteria*
* *Observations that focus first on strengths*
* *Conversations that support assessment and promote rapport*
* *Products (for feedback, not evaluation)*
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| **Closure**(5 minutes)  | *Lesson review and wrap up**Recording Homework/important information* *Closure question/prompt (to spark curiosity for next lesson)**Appreciations* |

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| **Resources/Materials:** |

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| **Assessment:*** *for learning (*☐ *observation* ☐ *anecdotals* ☐ *checklist*

☐ *conversations/conferencing* ☐ *work samples/products ☐ check-ins)* * *as learning (*☐*rubric,* ☐*success criteria,* ☐ *self-reflection)*
* *of learning (*☐*quiz,* ☐*test,* ☐*presentation,* ☐*assignment* ☐*other)*

*Notes:*  |

From: Stein Dzaldov, B., (2018). *Inspiring Meaningful Learning: 6 Steps to Creating Lessons That Engage Students in Deep Learning.* Pembroke Publishers: Markham.