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:* |
| **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):* |
| **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* |
| **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)* |
| **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.