

BACKWARD DESIGN

STAGES OF A LESSON DESIGN

Stage One: Identify desired results:

1. Ask yourself, what do you want students to understand? Then frame those understandings in terms of questions.
 - a. For example – if you want students to understand about the characteristics and scope of technology,
 - b. The essential questions could be – What does it mean to use and manage technology? What is technological literacy?
2. List standards and related benchmarks addressed or list the main ideas from the standards that are being addressed.
3. The teacher must determine the assessment of the content. If the content of a standard is “used” in a lesson and not assessed, it does not mean the standard is being taught nor met by the students. What is being taught should be assessed; otherwise the content information is supporting the student learning and is not directly being learned by the student.

Stage Two: Determine acceptable evidence:

- Consider a variety of assessment methods for gathering evidence of the desired understandings.
- Specify the particular assessment to be used during the unit, lesson, or lesson-activity.
- Think in terms of collected evidence, not a single test or performance task.

Stage Three: Plan learning experiences and instruction:

- Specify what students will need to know (facts, concepts, principles, and generalizations) and be able to do (skills, processes, and strategies) to demonstrate their understanding through performance.
- Establish teaching priorities...rather than covering everything equally, identify the knowledge and skills that are most relevant and necessary to prepare students and provide them the knowledge and skills for performances required to demonstrate their understanding and to achieve all other learning goals.
- List the major lessons and activities – the list should reflect the major organizational patterns of the unit of study.

LESSON PLAN

Lesson Title: _____

Page: _____ of _____

Course Title: _____

Date: _____

Learning Objectives:

At the completion of this lesson, the students will be able to:

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-

Estimated Lesson Time:

Materials and Equipment Needed:

Equipment:

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Audio-Visuals:

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Handouts:

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Content Outline:

Time Estimate	Main Points	Details of Instructional Content, Methods, and Procedures
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Lesson Design

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1. Anticipatory Set

Purpose:

- A. Focus the student's attention
- B. Provide brief relationship to previously learned or related learnings
- C. Develop a readiness for the lesson

2. Objective and Purpose

Purpose:

- A. To inform the learner what he/she will be able to do at the end of the lesson
- B. Inform the learner "Why"

3. Instructional Input

Purpose:

- A. To convey the information necessary to meet the objective

4. Modeling/Demonstration

Purpose:

- A. To enable the learners not only to know about, but to see examples of the desired product, process, or behavior.

5. Checking for Understanding

Purpose:

- A. To check the learner's understanding of essential information
- B. To observe the learner's performance of necessary skills

6. Guided Practice

Purpose:

- A. To guide initial attempts of the learner in new learning to increase the probability of success and accuracy

7. Independent Practice

Purpose:

- A. To allow the learner to develop fluency by practicing without the tutoring of the teacher

8. Evaluation:

Purpose:

- A. To determine if the information taught has been learned (Might be written, oral, or performance evaluation)

Lesson Plans

A lesson plan is your written record of how you plan to deliver the content. It includes the content you have outlined for the learning objective and the methods and instructional aids you will use in teaching the content.

Why write lesson plans?

- They are a planning tool for helping you plan the details of the lesson.
- They are a guide for preparing for and rehearsing the lesson.
- They are a road map for you to follow in conducting the lesson.
- They are a document that you (or others) can revise or use as written to conduct the lesson again.
- They may be required by your employer.
- They provide a substitute with assistance.
- They facilitate assessment of your instruction and your program.
- They can provide evidence of your competence in liability situations.

After you have completed your lesson plan, check your timing. Try:

- envisioning the activities that will occur in each step, and mentally judging the approximate time they will take.
- practicing your presentations, and timing your practices.
- asking others to assume the role of your students, and timing them as they perform the learning activities. (Allow extra time for the questions and discussions your "real" students will generate.)
- make your estimates as accurate as possible, and modify your lesson plan if your estimates are significantly different from your original plan.