

## Lesson Design Document “Look For”

Engage	
<p>Provide overview of protocols for the upcoming learning experience. Explain what students will learn, explain what students will do. Connect prior learning and future learning. <i>Format:</i> Virtual meeting space or previously recorded video. This is vital, students benefit from seeing you, even if it is by virtual means. This maintains consistency and maintains a connection from school to home. Connection matters.</p>	<h3 style="margin: 0;">Look For</h3>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Office Hours &amp; Being Present</li>   <li><input type="checkbox"/> <u>REQUIRED</u> Daily Discussion Post-</li>   <li><input type="checkbox"/> Bell Ringer/Warm Up/First Do:               <ul style="list-style-type: none"> <li>• Skill Drill</li> <li>• Spiraling Content</li> <li>• Preview Material (reviewing prerequisite knowledge)</li> <li>• Error Analysis</li> <li>• Entrance Ticket (if you ran out of time to complete the previous day's exit ticket)</li> </ul> </li> </ul>	<p>Inquire what teachers are doing during “Office Hours”. Are they giving students feedback, meeting with small groups of students or one-on-one to support learning, utilizing chat/discussion board as a link for student support, parent contact, etc. The goal here is connection.</p> <p>Daily Discussion Post/Morning Meeting:</p> <ul style="list-style-type: none"> <li>• Activate personal connection by modeling their own connection to post in a narrative think aloud</li> <li>• Include questions that require students to make connection between SEL and content</li> <li>• Include opportunities for students to share publicly</li> </ul> <p>Bell Ringer/Warm Up/First Do—Engagement activity</p> <ul style="list-style-type: none"> <li>• Provide relevant hooks to spark student interest and curiosity</li> <li>• Generate interest in the upcoming lesson topic</li> <li>• Provides clearly written and verbalized directions for what is expected for every activity and assignment</li> <li>• Use formative checks to determine mastery of prior objective. Make sure teacher has a system for providing feedback on student success criteria</li> </ul>
Content	
<p>Direct students to resources to access and explore academic content. <i>Format:</i> uploaded assignments, video, digital simulations, tours, audiobooks, virtual field trips, etc. Multiple methods of representation of content will increase access for all learners. At home learning can be more taxing physically and intellectually than learning in a face-to-face environment remember that content chunking is a key strategy to breaking content into shorter, bite-sized pieces that are more manageable for students.</p>	<h3 style="margin: 0;">Look For</h3>
<p><b><u>Extra Guidance &amp; Expectations:</u></b></p> <ul style="list-style-type: none"> <li>• Objective Posted/Written:           <ul style="list-style-type: none"> <li>• Posted/visible to all students</li> <li>• Introduced &amp; read aloud before the lesson begins</li> <li>• Continually referenced throughout the lesson</li> </ul> </li> </ul>	<p>Lesson Objective:</p> <ul style="list-style-type: none"> <li>• Communicate lesson objective via a slide, document, video, etc. so it can be referenced back to by the teacher and the student</li> <li>• Communicate how students will know when they learn the objective by explaining the expectations and success criteria throughout the lesson</li> </ul> <p>Ask students for feedback on understanding</p>

## Look For

### Instructional Practices:

- Storyboard the lesson plan expectations; post and present materials in the order students will need them to be successful
- Record narration of the analysis of an exemplar with reference to success criteria
- Structure lessons that move from Purpose to direction instruction, to practice then application, and how/when to submit work.
- Includes scaffolds in lesson delivery (ex. Read-aloud, thinking maps, links to resources, etc.)
- Explicitly ask students to pause and reflect to process new learning throughout the lesson

## ELAR

Literacy Component	Requirement	Inst. Minutes	Instructional Practices		
<b>Word Study (Phonics/Vocabulary)</b> <ul style="list-style-type: none"> <li>• Builds decoding skills and oral vocabulary</li> </ul>	Daily Live Lesson	10-15 Minutes	<b>Phonics:</b> Provide instruction on critical reading components: <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Reading Practice</li> <li>• Spelling and High Frequency Word Instruction</li> <li>• Oral Language</li> </ul>	Preselect vocabulary from shared reading text for word study. During shared reading, engage students in effective research-based vocabulary instruction using: <ul style="list-style-type: none"> <li>○ Word Part Recognition and Word Learning Strategies</li> <li>○ Word definition and Context Study</li> <li>○ Word reflection in Reader's Notebook</li> </ul> Select a variety of genres to <ul style="list-style-type: none"> <li>○ Build oral vocabulary and background knowledge</li> <li>○ Model fluent reading</li> <li>○ Model think aloud</li> <li>○ Facilitate discussion</li> </ul>	
<b>Comprehension Skill Building (Mini-Lesson)</b> <ul style="list-style-type: none"> <li>• Provides explicit, direct instruction, modeling, and guided practice</li> </ul>	Daily Live Lesson	20-30 Minutes	Comprehension Strategies and Skills Think Aloud/Shared Reading Anchor Charts and Graphic Organizers TEK Bundling Interactive Notebooks		
<b>Small Group Instruction</b> <ul style="list-style-type: none"> <li>• Meet with small groups to read and provide differentiated instruction. Student grouping may change based on student needs.</li> </ul>	Live 3 times a week (starting 3 <sup>rd</sup> week of 1 <sup>st</sup> Six Weeks)	20-30 Minutes	Provide instruction on Critical Reading Components: <ul style="list-style-type: none"> <li>○ Decoding skills</li> <li>○ Reading Comprehension strategies/skills</li> <li>○ Vocabulary development</li> <li>○ Word Study</li> </ul>	(PreK) Provide instruction on critical reading components: <ul style="list-style-type: none"> <li>• Alphabet Knowledge Skills</li> <li>• Decoding skills</li> <li>• Vocabulary development</li> <li>• Word Study</li> </ul> Design literacy workstations based on data <ul style="list-style-type: none"> <li>• Skill-based Workstations (Ex: ABC Word Study, Writing- fine motor development and book handling skills)</li> </ul>	
<b>Writing</b> <ul style="list-style-type: none"> <li>• Students participate in focused writing activities including shared/interactive writing and independent writing</li> </ul>	Daily Live Session	15-20 Minutes	Provide instruction on: <ul style="list-style-type: none"> <li>• Analysis of mentor texts</li> <li>• Grammar/mechanics</li> <li>• Spelling</li> <li>• Handwriting</li> <li>• Revising/Editing</li> <li>• Writing Process</li> </ul>	Engage students in <ul style="list-style-type: none"> <li>Teacher/Student Conferences</li> <li>Peer Conferences</li> <li>Author's Chair</li> </ul> Provide opportunities to practice the writing process <ul style="list-style-type: none"> <li>Research projects</li> <li>Portfolio review</li> </ul>	(PreK/K) During shared/interactive writing provide instruction on: <ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Letter sound correspondence</li> <li>• Making words</li> <li>• Directionality</li> <li>• Writing Process</li> </ul>

ELAR curriculum	Daily Asynchronous practice	TBD by Campus	TEKS based utilizing district curriculum materials
<b>Mathematics</b>			
Calendar Math (K-2); Fluency/Numeracy (3-4); Problem of the Day (5-8) <ul style="list-style-type: none"> <li>Focusing on efficiency rather than speed</li> <li>More than just procedural</li> <li>Connect procedures to underlying concepts with opportunities to rehearse procedures and strategies</li> </ul>	Daily recording	10-12 Minutes	All: Emphasis on key standards and spiraled TEK review  3 <sup>rd</sup> Grade Key Focus <ul style="list-style-type: none"> <li>Recall multiplication facts up to 10x10 with automaticity and how fact recall corresponds to division</li> <li>Solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 based on place value, operations, and the relationship between addition and subtraction</li> <li>Problem Solving Process</li> <li>Numeracy Development</li> </ul> 4 <sup>th</sup> Grade Key Focus <ul style="list-style-type: none"> <li>Solve with fluency one-step and two-step problems involving multiplication and division, including interpreting remainders</li> <li>Compare and order numbers up to 1,000,000,000</li> <li>Problem Solving Process</li> <li>Numeracy Development</li> </ul> The focus is on students using academic vocabulary to explain their strategies, representations, and thinking as they solve the problems - NOT on the "answer." There is more than one way to solve the problem. <ul style="list-style-type: none"> <li>The teacher simply facilitates, engaging students in explaining and justifying their strategies and methods of solution. The teacher should not present "the way" to solve the problem.</li> </ul>
Skill Lesson/Direct Teach	Daily Live Lesson	20-25 Minutes	Explicit instruction that facilitates student learning through thoughtful questioning and student discovery using concrete materials.
Guided Math (K-2); Small Group Instruction (3-8)	Live 3 times a week (starting 3 <sup>rd</sup> week of 1 <sup>st</sup> Six Weeks)	20-30 Minutes	Guided Math addresses the wide range of student needs from those who require more repetition or readiness activities to top performing students who need to be challenged above their peers.  Meet with small groups to read and provide differentiated instruction. Student grouping may change based on student needs.
Math curriculum	Daily Asynchronous practice	TBD by Campus	TEKS based utilizing district curriculum materials (PreK) Provide instruction on math components: Number sense- counting, cardinality, comparison, Vocabulary development (PreK) Design math workstations based on data <ul style="list-style-type: none"> <li>Skill-based Workstations</li> </ul>
<b>Science</b>			
Lab Lesson	1 Live Lab per week	15-20 Min.	TEKS based utilized district curriculum materials <ul style="list-style-type: none"> <li>Science instruction should focus on hands on, process orientated, inquire based experiences and not passive learning from memorizing facts.</li> </ul>
Science curriculum	Daily Asynchronous practice		TEKS based utilizing district curriculum materials (PreK: IFD & CLI)
<b>Social Studies</b>			
Social Studies Real World Connection	1 Live Session Per Week	10-15 Min.	Help students access their prior learning and current learning and retain information in a more meaningful way through real world connection
Social Studies curriculum	Asynchronous (Min. 2 per week)		TEKS based utilizing district curriculum materials (PreK: IFD & CLI)

**Collaboration**

Provide students opportunities to engage with content in a collaborative environment. *Format:* verbal discussion platforms, collaborative documents, protected chat sessions, Zoom, email, discussion boards (Canvas, Google classroom, Google Docs), etc. Remote learning that connects rather than isolates builds community and strengthens learning. Students benefit from speaking with one another and building upon each other’s ideas.

**Look For**

- **REQUIRED-** Can be a stand along activity as part of your lesson cycle or be embedded into one of your Live sessions or asynchronous lessons.

**Collaboration:**

- Reinforce student participation by adding to the discussion feature/board (ex. Nice comment, great thought-provoking question, lets discuss in our live session this week, I like how you gave another perspective)
- Provide opportunities for students to respond to the teacher and to other students’ questions in the main room (whole class) in the chat or raise their hand to respond out loud.
- Prompt students to write on the Whiteboard feature in Zoom simultaneously to check for understanding.
- Plan for opportunities for students to generate their own questions using a collaborative platform or document tool.
- Plan and record a variety of key question types on slides at opportune times to prompt reflection.
- Plan for pacing so that students can interact and have ample time for student-to-student interaction.
- Include activities with more student-to-student interaction (ex. Breakout rooms, chats, discussion boards, surveys, online presentations, etc.)
- Have students share work with another student for feedback prior to submitting it.

**Synthesize Learning**

Provide students opportunities to demonstrate learning using a variety of methods or method of their choice. *Format:* digital uploads (images of physical/visual representations, videos, slides, text, etc), submissions, performance assessments, etc. Educators validate learners when they provide feedback. Technology allows educators to collect evidence of student learning digitally, but the evidence does not need to be created digitally. Students can take pictures of sketches, models they built, journal entries, verbal discussion over phone, etc.

**Look For**

**Extra Guidance & Expectations:**

A standards-based curriculum must have a strong assessment link. Classroom assessments (both formative and summative) must align to the written and taught curriculum and include descriptive feedback and encouragement for students.

**Synthesize:**

- End lessons with a reflective question(s) aligned to the objective for students to respond to in a collaborative document or platform
- Use checklists and rubrics as success criteria to help students monitor progress against expectations
- Formative assessments are used throughout the lesson
- Teacher uses do now and/or exit ticket that measures student skill/knowledge of mastery
- Evidence of individualized feedback on student assessments, interactions, or work products
- Evidence that teacher and student review data together to identify needs
- Use formative and summative checks to determine mastery of objectives (ex. Quiz, written responses, discussion posts, etc.)
- Prepare rigorous student works/assignments with models (exemplars) that show expectations.