



## River Valley School District Effective Lesson Design/Delivery Expectations

### Engage Interest

<p><b>Focusing Event</b> (Do Now, Bell Ringer)  <i>*Conducted daily during the first five minutes of the lesson</i></p>
<p>The first five minutes are a critical component of the lesson.</p>
<p>Assists the teacher in completing housekeeping duties and mentally prepares students for instruction. Settles students as they focus on the assigned task.</p>
<p>Potential review of prior material.  <i>(What do students know? What does the teacher want the student to know/learn?)</i></p>
<p>This activity immediately involves students in the learning process, maximizes instructional time, models organizational skills, increases learning, and sets the tone for learning.</p>
<p>Examples: Questions, problems, activities, collaborative activities, peer discussions, paired question completion, etc.</p>
<p><b>Anticipatory</b> (attention grabber, hook, advance organizer, set induction, etc.)  <i>*Answers the question of relevance. This activity should take three-five minutes.</i></p>
<p>Increases student motivation/thought-provoking.</p>
<p>Taps into students' prior knowledge or experiences and bridges with the learning target.</p>
<p>Provides teachers with student readiness level on the topic and transitions directly into the lesson to minimize lost instructional time.</p>
<p>May include a review of previously learned material if it assists in achieving the learning targets.</p>

## Set Goals for Learning

<p style="text-align: center;"><b>Learning Target</b> <b>(I can...)</b></p> <p style="text-align: center;">What the students are expected to learn, do, or accomplish by the end of the lesson in student-friendly language. <i>*Answers the student question: What am I learning today?</i></p>
Prepares the learner. Provides the student with a goal(s). Sets the stage. Provides structure to the lesson. Provides a link to assessment. Increases learning.
<b>Learning Targets should be...</b>
Measurable, assessable, and focused on intended learning (not a to-do list).
Written using verbs that suggest the Performance of Understanding and Success for Criteria.
Discussed at the beginning of class <b>and</b> in writing via CANVAS <b>and</b> on display in the room.
Aimed for daily by the student and the educator.

## Guide New Learning

<p style="text-align: center;"><b>Independent Concept and/or Skill Development</b> <b>Teacher Demonstrated/Explicit Instruction (I do...)</b> <b>Guided Instruction (We do...)</b> <b>Independent Demonstration (You do...)</b></p>
The teacher facilitates student learning during this stage of lesson delivery that includes varied pathways to the learning target (UDL).
Instructional strategy selected by the teacher is dependent on the learning target/intended student learning. The retrieval process should be employed (Make it Stick).
Sound instruction should be student-centered with active engagement from the student and teacher, maximize time and is “bell to bell on your feet” teaching, differentiate by student interest and readiness, and activate prior knowledge.
Guided Practice Examples (Under teacher’s observation and informal assessment): Independent, Partner, or Small Group Work, Flexible grouping, differentiation of practice...

## Consolidate and Reflect on Learning

<p style="text-align: center;"><b>Ongoing Formative Assessment: Monitor &amp; Adjust (You do...)</b> <i>*Checking for Understanding/Student Feedback</i></p>
Examples: Value lineups, Think-Pair-Share, Whip Around, Random Reporter, Signal (Thumbs Up/Down/Sideways), Exit Slips, White Board Response, Effective Questioning, etc.

## Apply New Learning

### Closure (You do...)

**Why?** This portion of the lesson is the last opportunity the learner has to attach sense and meaning to the new learning necessary for retention.

**What?** What data will be collected to inform instruction?

**How?** How will data be collected and analyzed to determine if the students met the Learning Target?

All students should be able to demonstrate mastery of the Learning Target. *Show and tell of the lesson taught.*

Performed actively by all students.

Related to Learning Target.

Another opportunity for formative assessment that determines if additional practice is warranted, re-teaching is necessary, or to move forward with the lesson.

Examples: Exit pass, whip around, summary paragraph/journal entry, gallery walk, etc.

### Independent Practice

*Without teacher assistance.*

Assigned to students after proficiency of the skill and/or concept is determined.

Used to solidify skills and knowledge.