

Enhanced Lesson Template

A. Enhanced Lesson Definition

Course: *Class/Subject/Course Title*

Grade Level: *Period # or Grade Level*

Unit: *Name of Unit of Which Lesson Is a Part*

Lesson Name: *Name of Lesson*

Day: *Date*

Time: *Total Time of Lesson*

Standard(s): *List the **main standard** to which the lesson connects here. Enter the full text of the standard and the numerical representation for the standard.*

Learning Target(s) (or Objectives): *“Students will be able to . . .” or “I can . . .”; include the knowledge and/or skill the students will demonstrate within this learning target by the end of the lesson.*

Expectation(s) of Mastery of Learning Targets

Conditions: *List the conditions under which students will be asked to demonstrate their mastery of the lesson’s learning target, for example, “on a worksheet with fraction problems” or “in a three-minute presentation to the class.”*

Criteria (Formative Assessment): *By which criteria will the teacher and the student know that the student has mastered the lesson’s objective? For example, 80 percent is used in this example: “On a worksheet with fraction problems, the student will correctly answer 80 percent.” In this example, the criteria are the number of components: “In a three-minute presentation to the class, the student will utilize all four components of an expository presentation.”*

B. Enhanced Lesson Detail

Time: *List the Time Allotted for the Specific Mode of Instruction*

Instructional Mode: *List/Check the Type of Instructional Mode*

Teacher-Directed Whole Group

Guided Practice

Teacher-Directed Group(s)

Independent Practice

Student-Directed Group(s)

Homework

Instructional Activities: *Explain the activities that will occur during the instructional mode. Provide enough detail to guide the teacher through the lesson and explain to a colleague what occurs during the mode.*

Instructional Mode: Teacher-Directed Whole Group

Instructional Mode: Teacher-Directed Group(s) OR Student-Directed Group(s)

***Enhanced Instructional Activities
Group 1***

***Enhanced Instructional Activities
Group 3***

***Enhanced Instructional Activities
Group 2***

***Enhanced Instructional Activities
Group 4***

Instructional Mode: Guided or Independent Practice OR Homework

***Enhanced Instructional Activities
Prerequisite***

***Enhanced Instructional Activities
Accelerated***

***Enhanced Instructional Activities
Target***

Personal Competencies

Cognitive	Metacognitive	Motivational	Social/Emotional
<p>connects to prior learning</p> <p>reinforces memorization</p> <p>builds vocabulary</p> <p>enhances core knowledge (e.g., common facts, ideas, phrases, quotations)</p> <p>includes rich reading, writing</p> <p>amplifies curiosity — exploration/discovery</p> <p>Big Strategy Close Reading</p>	<p>models thinking strategies</p> <p>requires logic</p> <p>enhances creativity (divergent thinking)</p> <p>includes problem-solving</p> <p>builds self-regulatory abilities</p> <p>includes goal setting</p> <p>requires self-monitoring</p> <p>requires self-appraisal</p> <p>builds self-efficacy</p> <p>reinforces self-management</p> <p>encourages seeking help</p> <p>includes student tracking of mastery</p> <p>Big Strategy Student Tracking of Mastery</p>	<p>promotes a growth mindset</p> <p>stimulates interest in topic</p> <p>includes student choice</p> <p>connects with students' aspirations</p> <p>differentiates and/or personalizes</p> <p>celebrates accomplishments</p> <p>provides high levels of engagement</p> <p>includes clear indicators of progress (feedback)</p> <p>Big Strategy Active Student Responding</p>	<p>Includes enhancement of:</p> <p>self-awareness</p> <p>self-management</p> <p>social awareness</p> <p>relationship skills</p> <p>responsible decision-making</p> <p>Big Strategy Norming</p>

Resources/Materials/Technology: *List the various resources and/or materials needed to complete this portion of the lesson and any technology that will be used.*

Accommodations: *List any accommodations for the lesson that do not change content or skills, only accessibility.*

Modifications: *List changes to skills and/or content based on student needs.*

Accelerated: *Specify the modified content and assignments to accelerate learning and keep engaged those students who have already demonstrated mastery of the learning objective.*

Prerequisite: *Specify the modified content and assignments that will provide students who have not yet mastered the prerequisite skills and/or the content needed for the new lesson objective, assignments and/or homework with the building blocks to achieve the skill and knowledge development that will enable them to ultimately meet the objective.*

Source: Redding, S. (2018). *Instructional design*. Philadelphia, PA: Center on Innovations in Learning at Temple University. Used and adapted with permission. (For this and many other resources, see <http://www.centeril.org/>)