

## Daily Lesson Plan Template Guide Understanding By Design

Stage 1 – Desired Results	
<p><b>Content Standard(s):</b></p> <ul style="list-style-type: none"> <li>• [Comes from professional standards and curriculum guide.]</li> </ul>	
<p><b>Understandings:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• [this is a goal, not an objective. List the big ideas or concepts that you want them to come away with, not facts that they must know]</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• [What leading questions can you ask of students to get them to understand the Big Ideas?]</li> <li>• [Address the heart of the discipline, are framed to provoke and sustain students interest; unit questions usually have no one obvious “right” answer]</li> </ul>
<p><b>Student objectives (outcomes):</b> Students will know and be able to...</p> <ul style="list-style-type: none"> <li>• [These are observable, measurable outcomes that students should be able to demonstrate and that you can assess. Your assessment evidence in Stage 2 must show how you will assess these.]</li> <li>• [Your learning activities in Stage 3 must be designed and directly linked to having students be able to achieve the understandings, answer the essential questions, and demonstrate the desired outcomes]</li> </ul>	<p><b>Students will build relationships by...</b></p> <ul style="list-style-type: none"> <li>• [These are intentional, observable, outcomes that are focused and building of relationships between students and instructor, or between students and peers.]</li> </ul>
Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b> “GRASPS”</p> <ul style="list-style-type: none"> <li>• The components of the framework for the performance task are outlined in the acronym <b>GRASPS</b>. The <b>goal</b> states the purpose of the task; the <b>role</b> explains student involvement in the scenario; the <b>audience</b> identifies the people the students address; the <b>situation</b> explains the scenario; the <b>product</b> is the tangible evidence of student understanding; and the <b>standards/criteria</b> describes how students can complete the task successfully.</li> <li>• [Authentic, performance based tasks that have students apply what they have learned and demonstrate their understanding.]</li> <li>• [designed at least at the application level or higher on Bloom’s Taxonomy. ]</li> <li>• [Rubrics can be used to guide students in self-assessment of their performance]</li> </ul>	
<p><b>Self-Assessments</b></p> <ul style="list-style-type: none"> <li>• [includes peer editing, graphic organizer completion/review, formative assessment review/retakes, and individual meetings with instructor]</li> <li>• [Can be individual or group based]</li> <li>• [Can include formal written reflection, as well as informal methods (such as thumbs up, thumbs down, and formal assessments)]</li> </ul>	<p><b>Other Evidence (assessments)</b></p> <ul style="list-style-type: none"> <li>• [includes pre-assessment, formative assessment, and summative assessment evidence]</li> <li>• [Can be individual or group based]</li> <li>• [Can include informal methods (such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay)]</li> </ul>

## Stage 3 – Learning Plan

**Learning Activities:**

[This is the core of your lesson plan and includes a listing describing briefly (usually in bullet or numbered form so easy to follow) what:

- the students will do during the class to prepare them for the outcomes you expect of them
- the teacher will do to guide the learning]

Purpose: Create learning experiences and instruction that promote student understanding through the **WHERE** process, as well as intentionally using **Rigor, Relevance, and Relationship** building in daily lesson plans

Teachers list daily lesson activities, materials needed, and process elements (**WHERE, RRR**) based on Desired Results and Assessment Evidence as outlined on page one of the Daily Lesson Plan Template and course Learning Plan for current unit of study.

**Learning Activities:**

“WHERE”

[The acronym **WHERE** stands for *where* the student is headed from the beginning to the end of the unit; *hook* the student; *explore* the subject and *equip* the student; *rethink* work and ideas; *evaluate* results.]

	<u>Where Process</u> (check all that apply)	<u>The Three “R’s”</u>
<p><b>Day 1</b></p> <p><b>Lesson Activities:</b> [Briefly list (bullet or numbered form) what students will do during class to prepare them for the outcomes you expect of them, assessments determining these outcomes, guided learning activities]</p> <p><b>Materials Needed:</b> [Briefly list all necessary materials for lesson activities described above]</p>	<input type="checkbox"/> Where <input type="checkbox"/> Hook <input type="checkbox"/> Equip/Explore <input type="checkbox"/> Rethink <input type="checkbox"/> Evaluate	<input type="checkbox"/> Rigor <input type="checkbox"/> Relevance <input type="checkbox"/> Relationships
<p><b>Day 2</b></p> <p><b>Lesson Activities:</b> [Briefly list (bullet or numbered form) what students will do during class to prepare them for the outcomes you expect of them, assessments determining these outcomes, guided learning activities]</p> <p><b>Materials Needed:</b> [Briefly list all necessary materials for lesson activities described above]</p>	<input type="checkbox"/> Where <input type="checkbox"/> Hook <input type="checkbox"/> Equip/Explore <input type="checkbox"/> Rethink <input type="checkbox"/> Evaluate	<input type="checkbox"/> Rigor <input type="checkbox"/> Relevance <input type="checkbox"/> Relationships
<p><b>Day 3</b></p> <p><b>Lesson Activities:</b> [Briefly list (bullet or numbered form) what students will do during class to prepare them for the outcomes you expect of them, assessments determining these outcomes, guided learning activities]</p> <p><b>Materials Needed:</b> [Briefly list all necessary materials for lesson activities described above]</p>	<input type="checkbox"/> Where <input type="checkbox"/> Hook <input type="checkbox"/> Equip/Explore <input type="checkbox"/> Rethink <input type="checkbox"/> Evaluate	<input type="checkbox"/> Rigor <input type="checkbox"/> Relevance <input type="checkbox"/> Relationships
<p><b>Day 4</b></p> <p><b>Lesson Activities:</b> [Briefly list (bullet or numbered form) what students will do during class to prepare them for the outcomes you expect of them, assessments determining these outcomes, guided learning activities]</p> <p><b>Materials Needed:</b> [Briefly list all necessary materials for lesson activities described above]</p>	<input type="checkbox"/> Where <input type="checkbox"/> Hook <input type="checkbox"/> Equip/Explore <input type="checkbox"/> Rethink <input type="checkbox"/> Evaluate	<input type="checkbox"/> Rigor <input type="checkbox"/> Relevance <input type="checkbox"/> Relationships
<p><b>Day 5</b></p> <p><b>Lesson Activities:</b> [Briefly list (bullet or numbered form) what students will do during class to prepare them for the outcomes you expect of them, assessments determining these outcomes, guided learning activities]</p> <p><b>Materials Needed:</b> [Briefly list all necessary materials for lesson activities described above]</p>	<input type="checkbox"/> Where <input type="checkbox"/> Hook <input type="checkbox"/> Equip/Explore <input type="checkbox"/> Rethink <input type="checkbox"/> Evaluate	<input type="checkbox"/> Rigor <input type="checkbox"/> Relevance <input type="checkbox"/> Relationships