**HyperDocs**

**Assignment**

Outcome

* Utilize a format, initially created by Alice Keeler, which includes CCSD’s Components of an Effective Lesson.
* Create a modern Common Core lesson plan that is student centered and has both the teacher and student using technology.

Directions

1. Complete each section in the table below. Instructions are in the gray sections, type in the white sections.

|  |  |
| --- | --- |
| Components of an Effective Digital Lesson | |
| **Your Name** |  |
| **Title of the Lesson** |  |
| **Target Grade Level for this Lesson** |  |
| **Quick Lesson Overview**, in 50 words or less. |  |
| **Why Excitement**   * Describe WHY students would care about this lesson * Why they would be excited about it; especially those that are not traditional fans of the subject area. * *Note: “because it is important” is not a good reason.* |  |
| Part 1 | |
| **Essential Question**  List a question that students should be considering as they complete the lesson/project. This is a driving question that hooks the students into lesson or unit and is what they can answer at the end of the lesson. You should have ONE.  *This is NOT a quiz question. It should be open ended, thought provoking, higher order thinking. Check out this* [*article on ASCD*](http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx)*.* |  |
| **Learning Objectives**   * Write your learning objectives and identify the DOK level. * Remember LO’s **start with a verb** (NOT students will). Do *not* use “understand” or “learn” * One objective per (don’t use and). * Do NOT mention the task. * What are students able to do or know at the END of the lesson. * DOK is how much critical thinking the STUDENT is doing. | |  |  | | --- | --- | | **Learning Objective** | **DOK Level** | |  |  | |  |  | |  |  | |  |  | |
| **Content Area Standard**   * What content area standard will you be addressing? * Please copy and paste the standard text including the number and description. |  |
| **Student Context**   * Think about who your students are, you need to know the needs and levels of your students along with their personal interests when you design your lessons. * If you don’t have a class, create a fictional class in detail. Consider the diversity your class WILL have (50 words or less). |  |
| Part 2 | |
| **Materials**  List materials required  *This lesson plan is required to integrate technology* |  |
| **Anticipatory Set**   * How will you introduce the lesson? (Be student centered) * How will you activate prior knowledge? |  |
| **Teaching Steps**   1. Describe the scope and sequence of the activity. Step by step what will be occurring both by the teacher and by the students. 2. Do NOT mention the teacher. Your lesson should come from the student perspective. 3. For each task, list the DOK level. How much critical thinking is the student involved in. 4. Remember: you design the learning environment, you do not teach content | |  |  | | --- | --- | | **Task/Step** | **DOK level** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |
| **Closure**  How will you end the lesson? |  |
| Part 3 | |
| **SAMR Model**   * How is tech used in this lesson? NOT required to address each level, just identify. * How are STUDENTS using technology in this lesson? | |  |  | | --- | --- | | For the tech being used in this lesson, describe the task use and classify to the level of the SAMR model. | | | Substitution |  | | Augmentation |  | | Modification |  | | Redefinition |  | |
| **Modern Lesson Design: 4 C’s**  Describe how your lesson addresses each of the 4 C’s:   * **Critical thinking** is coming up with their own ideas and defending them or creating something new or applying to a new situation. * **Collaborate** is not work together, but to be reliant on each other. There should be some level of task switching. * **Communicate** is not talking, it is CLEARLY COMMUNICATING IDEAS. * **Create** is how students are being CREATIVE. This is NOT creating art. This is NOT creating a PowerPoint. | |  |  | | --- | --- | | Describe the student connections to the 4cs. | | | Critical Thinking |  | | Collaboration |  | | Communication |  | | Creativity |  | |
| Part 4 | |
| **Research**   * What will your students be researching? * What search/research techniques will your students need to know? |  |
| **Assessment**   * How will you know students have learned? | |  |  | | --- | --- | | **Formative** | **Summative** | |  |  | |
| Questions | |
| 1. How do you offer your students choice and a locus of control? |  |
| 2. What decisions do the students get to make? |  |
| 3. How does your lesson show that the student is the most important? |  |
| 4. How do you differentiate for student needs? Why is this lesson appropriate for your lowest student and your highest student? |  |
| 5. How do you accommodate students with learning disabilities or language issues? |  |
| 6. How do you connect outside of your classroom? |  |
| 7. How do you give your students an authentic audience? |  |

Thank you to Alice Keeler for allowing a creative commons use of her lesson plan template (Teachers Give Teachers).