



Top Ten Questions to ask myself as I design lessons

1st Oval

1. What should **students know and be able to do** as a result of this lesson? How are these objectives related to national, state, and/or district standards? How are these objectives related to the **big ideas/key concepts** of the course? Consult your state and district learning standards and your district curriculum for guidance with this question. See pages 43-45 in *Instruction for All Students* and 176-180 in *Why Didn't I Learn This in College?* for information on big/ideas and key concepts.

2nd Oval

2. How will **students demonstrate what they know and what they can do**? What will be the **assessment criteria** and what form will it take? See pages 149-180 in *Instruction for All Students* and 140-167 in *Why Didn't I Learn This in College?*

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3rd Oval: Questions 3 - 10 address the 3rd Oval.

3. How will I find out what students already know (**pre-assessment**), and how will I help them access what they know and have experienced both inside and outside the classroom? How will I help them **build on prior experiences, deal with misconceptions**, and re-frame their thinking when appropriate? See pages 83-120 in *Instruction for All Students* and 66-107 and 141 in *Why Didn't I Learn This in College?*

4. How will new knowledge, concepts, and skills be introduced? Given the **diversity of my students** and the **task analysis**, what are my **best options for sources and presentation modes**? See pages 55-82 in *Instruction for All Students* and 110-136 in *Why Didn't I Learn This in College?*

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5. How will I **facilitate student processing (meaning making)** of new information or processes? What key questions, activities, and assignments (in class or homework) will promote understanding, retention, and transfer? See pages 121-148 in *Instruction for All Students* and 50-62, 65-107, and 147-149 in *Why Didn't I Learn This in College?*

6. What shall I use as **formative assessments** or **checks for understanding** during the lesson? How can I use the **data** from those assessments to **inform my teaching decisions**? See pages 154-156 in *Instruction for All Students* and 142-146 in *Why Didn't I Learn This in College?*

7. What do I need to do to **scaffold and extend instruction** so that the learning experiences are productive for all students? What are the multiple ways students can access information and then process and demonstrate their learning? See pages 195-216 in *Instruction for All Students* and 10-19, 39-42, and 54-60 in *Why Didn't I Learn This in College?*

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8. How will I **Frame the Learning** so that students know the objectives, the rationale for the objectives and activities, the directions and procedures, as well as the assessment criteria at the beginning of the learning process? See pages 57-62 in *Instruction for All Students* and 48-51 and 177-180 in *Why Didn't I Learn This in College?*

9. How will I build in opportunities for students to make **real world connections** and to learn and use the **rigorous and complex thinking skills** they need to succeed in the classroom and the world beyond? See pages 181-194 and 217-247 in *Instruction for All Students* and 54-61 in *Why Didn't I Learn This in College?*

10. What adjustments need to be made in the **learning environment** so that we can work and learn efficiently during this study? See pages 249-266 in *Instruction for All Students* and 10-42 and 222-258 in *Why Didn't I Learn This in College?*

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Materials to be Gathered or Prepared

Time Line/Sequence for Lesson