



# Designing Lessons for the Diverse Classroom - An Introduction -

Developed by  
Accommodations & Modifications for Students with  
Disabilities Project  
Florida State University  
2002



*Why a book on designing  
lessons?*



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- Lesson design ties curriculum, instruction, and assessment together for students.
- Lesson designs represent what teachers and students actually do in school!



*Why is the design of an individual lesson so important?*



## *Why is the design of an individual lesson so important?*

- Daily student experiences accumulate throughout the years
  - **Elementary school** provides a foundation for middle school learning.
  - **Middle school** provides preparation to take advantage of high school experiences.
  - **High school** provides the specific skills and content for success as an adult.



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## *How does lesson design address needs of diverse learners?*

- ▶ Lessons can be designed to include instruction, materials, and activities to accommodate all the needs of the learner.
- ▶ Accommodations required for specific students become part of the lesson.



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• **ALL teachers can**

- Strengthen lessons
- Identify ways to vary instruction to meet student needs



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- There are basic components that should be part of every lesson.



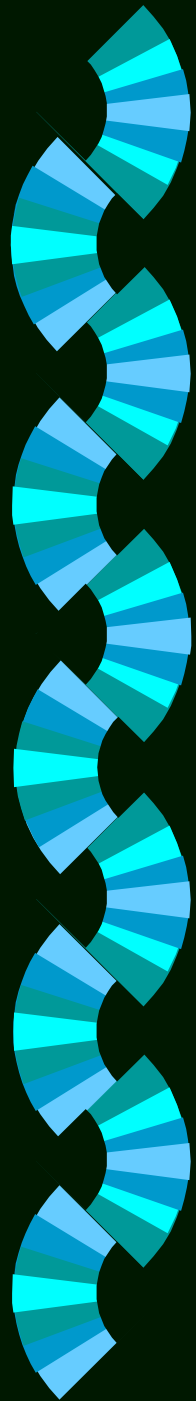
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## *OK, what goes in to designing lessons?*

- There are basic components that should be part of every lesson.
- Each component has an important role in student learning.
- Students have the best chance to learn lesson content when all components are included in the lesson.



*For each lesson component, the book includes*



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- Background that explains the component



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- An example of the component applied in a lesson



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- ▶ Background that explains the component
- ▶ An example of the component applied in a lesson
- ▶ Guided practice to apply the component to a lesson
- ▶ Independent practice and a self-check to apply the component to a lesson
- ▶ Reminders of key points or information from the text



*The lesson components are...*



*The lesson components are...*

- Write the objective



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- Write the objective
- Introduce the lesson



## *The lesson components are...*

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- Present the content



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## *The lesson components are...*

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- Introduce the lesson
- Present the content
- Provide practice and feedback
- Summarize the lesson



## *The lesson components are...*

- ▶ Write the objective
- ▶ Introduce the lesson
- ▶ Present the content
- ▶ Provide practice and feedback
- ▶ Summarize the lesson
- ▶ Assess learning



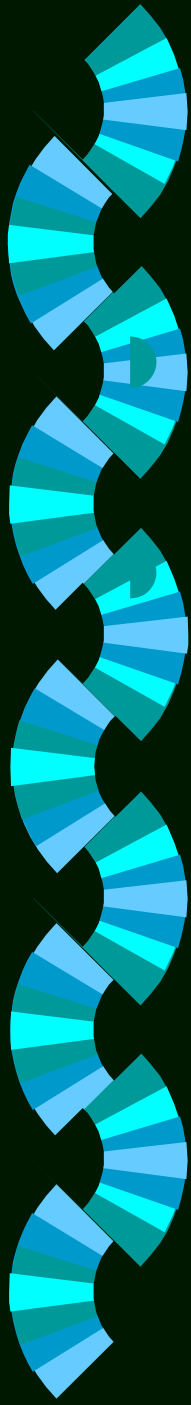
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Example

- Given five live plant examples, the student will compare and contrast physical characteristics of five of six plant structures.



## *2. Introduce the Lesson*



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- Explain the objective to students
- Relate to prior knowledge



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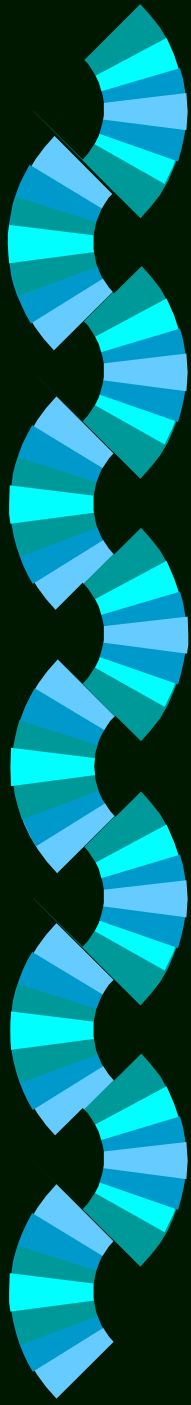
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### Example

- Take a walking tour on the school grounds to observe plants. Explain the lesson objective and remind students of previously learned information.



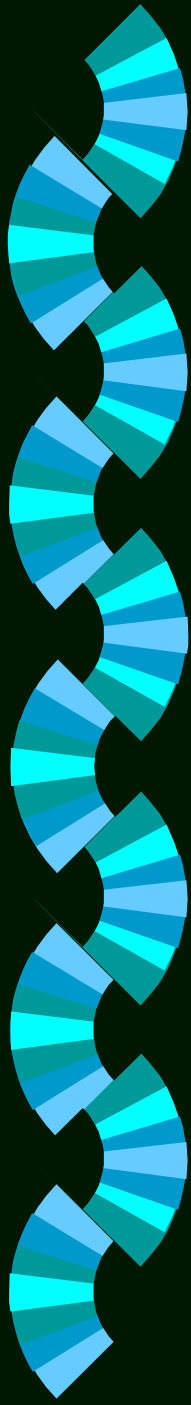
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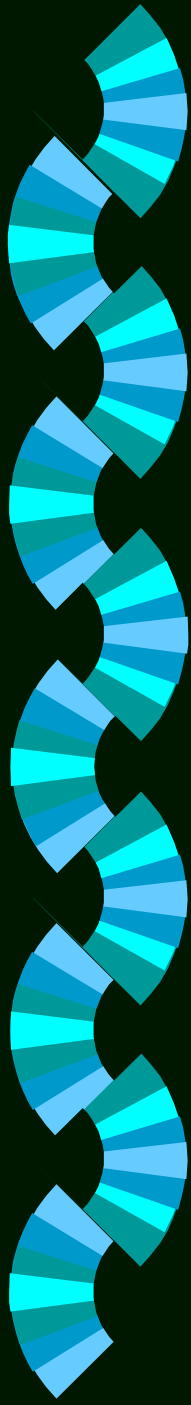
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- Identify content
- Determine teacher and student activities
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### 3. *Present the Content*

- ▶ Consists of
  - Identify content
  - Determine teacher and student activities
  - Organize activities and support needed
- ▶ Important because
  - Activities focus on content
  - Opportunity to include effective teaching practices
  - Students must participate in learning



### 3. *Present the Content*

#### • Example:

- The next objective in the plant unit is to identify or describe plant characteristics. Teacher presents a mini-lecture on plant characteristics. The teacher shows students how to observe plants, record findings, and compare and contrast their findings.



## *4. Provide Practice and Feedback*



## 4. *Provide Practice and Feedback*

### • Consists of

- **Guided practice** - use knowledge or skill with support
- **Independent practice** - use knowledge or skill without assistance
- **Judicious review** - build activities to into future lessons to review and link to new information



## 4. *Provide Practice and Feedback*

### • Important because

- Actively engages student in learning process
- Provides varying levels of support while student learns
- Student has an opportunity to “get it right” before mastery is required



## 4. *Provide Practice & Feedback*

### Example:

- Students work in pairs to compare and contrast two plant samples and then individually on five samples at home.



5. *Summarize the Lesson*



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  - A brief overview of the knowledge and skills taught and the lesson activities
- Important because
  - Brings closure, reinforcing learning and connections
- Example:
  - The teacher reviews objectives and learning activities.



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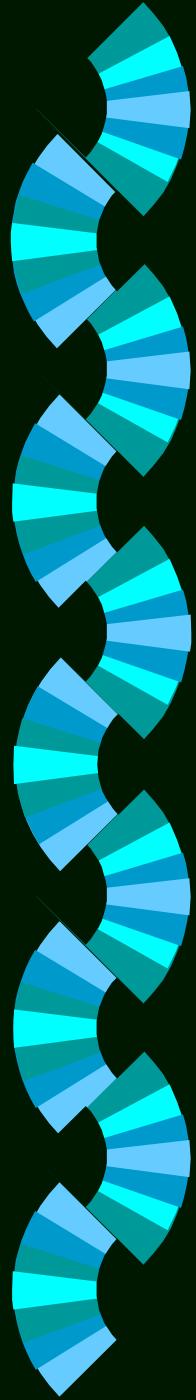
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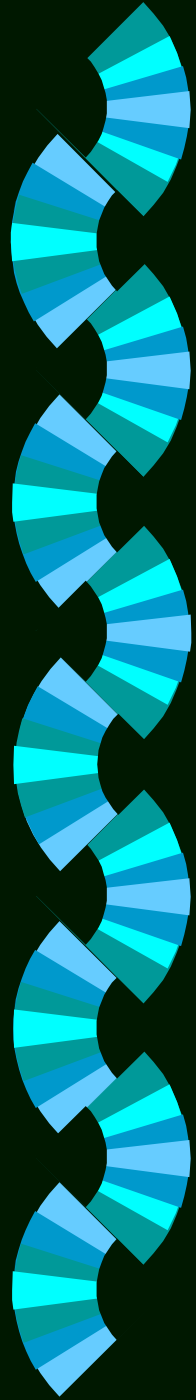
- Provides data about learning

### Example:

- Students compare and contrast five live plants. The teacher evaluates student responses using a rubric and gives written rubric back to individual students.



# *Ways to Strengthen Lessons*



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- Use research-validated instructional strategies



## *Ways to Strengthen Lessons*

- Use research-validated instructional strategies
- Five are briefly described in the book
  - Scaffolding
  - Conspicuous Strategies
  - Examples and Models
  - Checking Student Understanding
  - Reteaching and Extension Activities



*After the lesson...*



## *After the lesson...*

### • Reflect

- Think about
  - How students performed
  - What worked well
  - What needs to be changed
    - Lesson structure
    - Additional support for students
    - Different instructional strategies
    - Improved match between skill, activities, and assessment



*After the lesson...*



## *After the lesson...*

### • Revise

- Change lesson components to target weaknesses in student performance
- Build on what worked well in the lesson
- Always seek to improve



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- Learn more about the lesson plan components and effective strategies



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- Review all the lesson plan components



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*Finally, use the book to*

- Learn more about the lesson plan components and effective strategies
- Review all the lesson plan components
- Learn more about one specific component
- Find resources to help you remember to include all the critical lesson components



*Where can I get copies of the book?*



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Internet

- [www.myfloridaeducation.com](http://www.myfloridaeducation.com) (select Clearinghouse Information Center from pull down menu)
- [www.cpt.fsu.edu/ese](http://www.cpt.fsu.edu/ese)



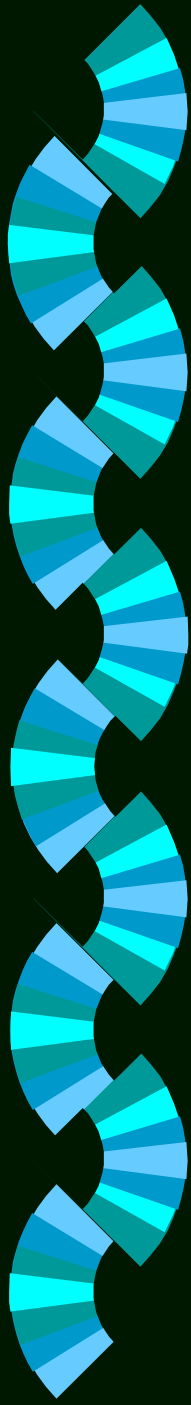
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- [Arlene.duncan@fldoe.org](mailto:Arlene.duncan@fldoe.org)



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