Tier 1 Lesson Design Template

Use Backward Design to align goals, assessment and instruction

Content: Use texts, visuals, video, manipulatives, etc.

Lesson Title/Topic of Lesson Sequence: _____

Unit of Study: _____

_____

Materials (texts, manipulatives, tools etc.) _____

_____

_____



Indicate the intended goals/intentions for skill, knowledge and understanding for the learning sequence.

Task(s) to demonstrate proficiency with the learning developed in the lesson sequence.

Learning Intentions: _____

_____

_____

_____

End of Lesson Consolidation/Application Task: _____

_____

_____



Post Learning Intentions & Task on Board, visible to all.

Instructional Sequence

Creating Context for the Learning

Goal setting

Accessing Prior Knowledge

Connecting to Prior Learning

Predicting

Questioning

Pre-Teach Vocabulary

CONNECTING/ACCESSING PRIOR KNOWLEDGE

Thinking Tool(s): Structured Partner Talk & _____

_____

1. Establish A/B partners & set Communication Goal (refer to class criteria)
2. Share Consolidation Task & connect it to end of Unit Performance Task
3. Share Learning Target (s): _____

   _____
4. Thinking Question/Prompt:
   - _____
   - _____
5. Vocabulary to Pre-Teach

   _____

   _____

   _____



Use partner talk to scaffold thinking, speaking and writing.

References: The New Art and Science of Teaching (Marzano, 2018); Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 3rd Ed (Fisher & Frey, 2021); SMART Learning (Close, 2011); Explicit Instruction: Effective and Efficient Teaching (Archer & Hughes, 2010); CAST Universal Design for Learning Guidelines (2024)

Processing:

Chunk Learning into manageable pieces.

Monitor learning and provide immediate feedback

Use Thinking Tools to facilitate this skill and knowledge acquisition.

PROCESSING

Thinking Tool(s: Structured Partner Talk & _____

_____

Chunk1:
Direct Teaching/Task Prompt:

Target Sentence Frame/Language Starter/Question:

Chunk2:
Task Prompt:

Target Sentence Frame/Language Starter/Question:

Chunk3:
Task Prompt:

Target Sentence Frame/Language Starter/Question:

Scaffolding The Learning (check one)



CHUNK ONE:

	I Do
	We Do
	Y'all Do
	You Do

CHUNK TWO:

	I Do
	We Do
	Y'all Do
	You Do

CHUNK THREE:

	I Do
	We Do
	Y'all Do
	You Do

Prepare students for Performance Task

Discussion Prompt

Co-construct criteria for task

Writing Prompts/Sentence Starters

APPLYING/CONSOLIDATING/TRANSFORMING

Thinking Tool(s): Co-constructing Criteria, Writing/Thinking Frames

1. Co-construct criteria for consolidation task
2. Lead discussion to prepare for consolidation task

   Discussion Questions:
   - _____
   - _____
3. Students do the consolidation task. Sentence starters/prompts for task:
   - _____
   - _____

Scaffolding The Learning (check one)



	I Do
	We Do
	Y'all Do
	You Do

Reflect on new learning

Self assess skills and knowledge against co-constructed criteria

REFLECTING AND SELF ASSESSING

Thinking Tool(s): Structured Partner Talk & Reflection Question(s)/Prompts:

- _____
- _____

Scaffolding The Learning (check one)

	I Do
	We Do
	Y'all Do
	You Do



Name: _____ **Student Thinking Sheet** Date:_____

Lesson: _____

Learning Target: _____

_____

Connecting

Chunk #1

Chunk #2

Chunk #3

Consolidating/Applying Understanding

Reflecting