



Micro-Unit and Structure Tasks

The success of any lesson depends on how well the lesson was planned (in addition to a wealth of external and additional factors). For a lesson plan to be successful, several facets need to be taken into consideration. A general lesson plan format follows.

SAMPLE LESSON PLAN FORMAT

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| <p>Purpose / Objective / Function</p> | <p>Consider what you are asking students to learn.</p> <ul style="list-style-type: none"> ● What is the purpose of the activity? ● What information are they required to remember at the end of your lesson? <p>Starting at the focus point can help the teacher to eliminate unnecessary or extraneous information and tasks. In addition, having a clear purpose assists in ensuring that the lesson and subsequent practice and assessment are all connected.</p> |
| <p>Pre-requisite skills / knowledge</p> | <p>When beginning a lesson on a topic, do not assume that the students have any prior knowledge or experience with the topic, even if they should have learned it in previous grades. After assessing the baseline knowledge of the class, the teacher can develop appropriate lessons starting with the necessary information.</p> <ul style="list-style-type: none"> ● Assessments: Start with a Pre-Test or a Know, Want to Know, Learned (KWL) chart to determine what students already know about the given topic. This puts low pressure on the students to know the information and instead is informative in generating future lessons. <ul style="list-style-type: none"> ○ It is also possible that students have taken a formal or informal test that indicates their knowledge of a given topic. |
| <p>Schedule and Pacing (including time it will take) and Materials</p> | <p>One possible format for this section includes a grid. In the sample grid, the teacher has broken down the lesson into specific tasks. With each task, estimate the time and list the materials necessary. As a rule of thumb, think about the amount of time something would take the average student or adult and double it (maybe even triple it) based on previous experience.</p> |
| <p>IEP Goals / Objectives / Benchmarks</p> | <p>Before beginning the school year, it is important to gather all students' IEP goals and link specific lessons to at least a few.</p> |



Landmark Teaching Principle™ #3

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| Specially-Designed Instruction | Instruction should follow Landmark’s Six Teaching Principles in that information be presented in multiple formats, provide models, and be structured for success. One such way is to provide students with a note-taking template to mirror a video, lecture, or powerpoint. The teacher can adapt the note-taking template to reflect the ability of individual students by adding or subtracting headings, information, samples, and answers. |
| Accommodations / Adaptations | In order to accommodate for slow processing speed and working memory deficits, it is important to slow the pace of instruction, transition, and time allowed for completion. In addition, students should be asked only to do what is necessary for the purpose of the lesson. Extraneous information and tasks should be eliminated. |
| Possible Problems and Solutions | Despite the best planning, students can still take longer, not grasp or remember information, or get lost and confused while they work. Therefore, it is important to remember to include specific strategies for accommodating for slow processing speed and working memory deficits . |
| Lesson Closure | At the conclusion of the lesson, the teacher should ensure that the students understood the material from the focus on the lesson. Exit tickets are one way to assess understanding at the end of class. For samples, click here . Students could also fill in the “Learned” portion of the KWL chart . |
| Assessment | Post-Tests are one way to assess whether or not students learned the material taught. |
| Extension of the Lesson | After the lesson, students should complete independent practice. Consider giving students sample problems/questions related to the information, skill, or problem type discussed in class. The format and number of questions can be adapted to reflect the ability level of the students. |

HOW DOES THIS MICRO-UNIT AND STRUCTURE TASKS?

By breaking down each individual lesson into the above components, the teacher is ensuring that each lesson is structured with micro-units and appropriate supports. Teachers should reflect on the necessary skills and information students must possess in order to effectively access each piece of the lesson.