

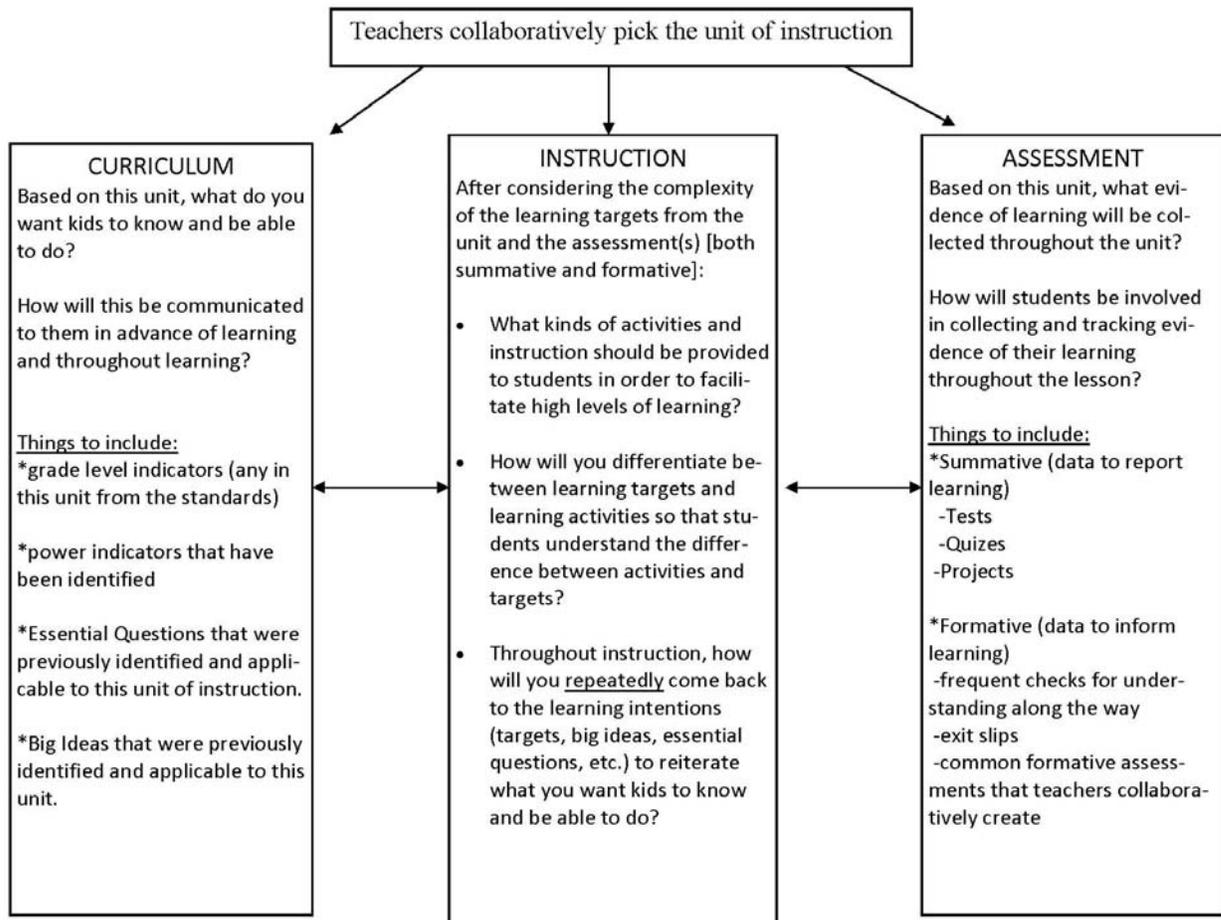
Olmsted Falls Schools: Unit Design Framework

The purpose of the lesson planning framework is to act as a guide for Olmsted Falls Educators as they collaboratively plan units of instruction. The framework attempts to incorporate best practices from the research and couple these with the professional development concepts that Olmsted Falls Educators have taken part in.

Academic content standards and the learning targets that comprise the standards come to life for teachers and students when they are incorporated into a unit of instruction. Teachers work in teams to ensure the learning intentions are the same in corresponding grade levels and subject areas. Teaching the same targets creates the opportunity to collaboratively design common formative assessments that can be collaboratively discussed throughout the instructional unit with fellow teachers. In addition, it allows teachers to design reliable and valid summative assessments that can be used to measure learning at the end of the instructional unit and use the results for future planning.

Ultimately the unit design framework should be used by teachers for the purpose of instructional alignment. The learning targets should be clear to students before and during instruction and they should be aligned with the assessments students will experience. The last step in the alignment process occurs when the learning targets and assessments are consciously aligned with the instruction and classroom activities.

Unit Planning Graphic Linking Prof. Dev. Concepts in Olmsted Falls City Schools



Graphic created by Jim Lloyd and used by Olmsted Falls City Schools' Teachers

Subject: Language Arts - Reading Process

Unit: January

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom’s Taxonomy next to each Power Indicator.

Recognize predictable patterns in stories
Predict what will happen next, using pictures, and content as a guide.

What are the Big Ideas that go with this unit?

Good readers use different strategies to help them understand what they read.

What are the Essential Questions that go with this unit?

How do good readers know what will happen next | what is read? How do good readers show that they understand a story?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

Writing their predictions (w/child's name) and checking back

Having discussions to see how predictions fall into B/S/D (kids should talk about why they predicted ex: use tile, pictures, what you know)

Select the correct picture

Turn & share with a partner

What summative assessments will we use? (Graded, evaluative assessments)

Report Card

Read beginning of story to class (ex: Just for Duck) Stop and have child predict to adult what will happen next.

***S – predicts on own**

D – predicts w/prompts

B – Cannot predict at all or prediction doesn't make sense

How Can I Close the Gap?

What will we do AFTER the students have completed the formative assessment to differentiate instruction?

What interventions will we provide for students who do not do well on the formative assessment?

What will we do for the students who are on track?

What will we do for the students who excel? What extension activities will we provide?

Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

Menu – January

***Small Group Readings**

Turn & Talk

Picture Walk – use picture clues

Think alouds

“I wonder shy . . .? I wonder what . . . ?

***Explain your reasoning**

Every day reading – what do you think will happen next? (in chapter books, literature)

Turn and tell

Read part of story – draw, share, what will happen in the middle? What will happen at the end? (ex: snowy day)

Refer to prior knowledge to help make predictions (ex: can do with 2 stories to compare – draw)

Record some peoples predictions on post-its – come back

Predict books that your are reading in small groups/guided reading

*Sequence cards – put in order

Possible /predictable books

Snowy Day

Mystery of the Missing Mittens

The Mitten

The Door Bell Rang

Gingerbread Man

Gingerbread Girl

Gingerbread Boy

Tie in with 5 senses

Tie in predictable text

I Went Walking

Do You Want to Be my Friend? Eric Carle

If You Give a Mouse a Cookie . . .

If You Give a Moose a Muffin

If You Give a Pig a Pancake

If You Give a Cat a Cupcake

If You Take a Mouse to the Movies