Instructional Blueprint & Inquiry
(Week of July 12 to 18)
Working through the Prompts .. .
Instructional Blueprint Prompts:

- Lesson Title
- Content Standards
- Student Learning Objectives
- Instructional Strategies
- Assessments that match objectives
Lesson Title and Content Standards:

- **Lesson Title**
  - Provide a simple title that identifies what your particular lesson. Some titles are as short as 1 word and usually no more than 5-6 words.
  - The more challenging aspect is to sequence your lessons so they are logically organized.

- **Content Standards**
  - Since Attachment 2 provides the full list and wording of content standards to be addressed in the unit, all you need to provide here are the standard numbers that will be addressed in this specific lesson.
A student learning objective is a lesson-specific statement of what the students should know or be able to do as a result of the instruction.
What’s wrong with this objective?

“Students *know* how to compare the physical properties of different kinds of rocks and *know* that rock is composed of different combinations of minerals.”
“Know” is vague and difficult to assess.

Q: How can we fix it?

A: ACTION VERBS!

Bloom’s Taxonomy Wheel and/or the Triarchic Abilities Wheel can help...
Bloom’s 6 Levels of Thinking
LEARNING OBJECTIVES USING TRIArchic Thinking Abilities

OUTER RING = Assessment Product
- Stamp
- People
- Recordings
- Newspapers
- Articles
- TV shows
- Books
- Cartoon
- Photograph
- Radio
- Film
- Video
- Movie

INNER RING = Instruction Activities (Action Verb)
- Analyze
- Compare
- Contrast
- Evaluate
- Explain
- Critique
- Organize
- Sort
- Classify
- Sequence
- Imagine
- Invent
- Suppose
- Design
- Create
- Brainstorm
- Reorganize
- Synthesize
- Combine
- Predict
- Set of rules or principles
- Alternative plan
- Hypothesis

Memory
- Recall
- Name
- Retell
- Say
- Recite
- Describe

Analytical
- Analyze
- Compare
- Contrast
- Evaluate
- Explain
- Critique
- Organize
- Sort
- Classify
- Sequence

Practical
- Apply
- Use
- Implement
- Do
- Connect to
- Find examples
- Translate
- Demonstrate

Creative
- Imagine
- Invent
- Suppose
- Design
- Create
- Brainstorm
- Reorganize
- Synthesize
- Combine
- Predict
- Set of rules or principles
- Alternative plan
- Hypothesis

Learning Objectives using Triarchic Thinking Abilities
Compare the 2 objectives

“Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.”

“Students will identify and compare the physical properties of different kinds of rocks. Additionally, students will be able to sort and classify rocks according to their different combinations of minerals.”
Assessments that match objectives

- How will you know students achieved the objectives for this lesson?
- Have you provided multiple ways for students to demonstrate their understanding?
- Is some kind of assessment (even if very informal) imbedded in each lesson?
- How will you provide adequate feedback and guidance?
Your turn . . .

- Come up with student learning objectives for one of your lessons.
- Then identify a lesson-imbedded assessment that matches these objectives.
Instructional Strategies to Support Differentiation . . .

- This section lies at the heart of your Instructional Blueprint
- Briefly describe and/or bullet your strategies, which should include a balance of triarchic (practical, analytical and creative) activities AND Inquiry.
- Since we have already addressed triarchic instruction previously the next several slides will address inquiry.
Inquiry

1. Theoretical support
2. Inquiry Model: 5 Es
3. Individual and team work on incorporating inquiry into the instructional blueprint
Inquiry – Theoretical Support

- Experiential Learning (Dewey)
- Equilibration (Piaget)
- ZPD (Vygotsky)
- Spiral Curriculum (Bruner)
- Triarchic Theory (Sternberg)
Let’s just briefly consider these 2 theorists . . .

Piaget

Vygotsky
Piaget’s Concept of Equilibration

- Children are **active and motivated** learners.

- **When equilibrium is disrupted** (i.e., a **discrepancy because what we expected to happen does not happen**) we seek out the means to reestablish that equilibrium (**Equilibration**).

- **Equilibration** leads to knowledge construction leads to learning.

- Therefore, building **disequilibrium** into your instruction sets the stage for **learning through inquiry** to take place.
Vygotsky's Zone of Proximal Development (ZPD)

- Teacher or parent
- Learned tasks
- Child's inner voice
- Tasks not yet in the learner's repertoire of abilities
- Tasks at the limit of the learner's abilities
Teachers help students extend beyond their comfort zone by providing “scaffolding”, analogous to the scaffolding at a construction site which allows builders to reach higher and higher heights.
The 5 Es is an effective model of inquiry because it outlines strategies to:

- Engage,
- Explore,
- Explain
- Extend &
- Evaluate
Engage

- How could you *pique* your students’ curiosity?
- How could you *hook* them?
- How can you *focus* their attention on the topic?
Explore

- What activities will allow students to handle and manipulate materials?
- How could you help students make discoveries?
- How can you get students to talk about their discoveries?
Explain

- How could you help students make sense of their observations and questions?
- How could you help students describe what they see?
- How can you help students with explanations for why things happened certain ways?
Extend

• How will students apply newly learned concepts and skills to new situations?
• How could you help them to present and defend their understandings and explanations?
• What are possible student misconceptions and how would help students work through them?
Evaluate

• What kinds of evidence will reveal what students understand and grasp about the big ideas?
• What are some different ways you could monitor progress?
• How can you help students self-assess their own learning?
Individually, then with your team . . .

- Using the *prompts for the 5 Es*, outline an *inquiry process* for one of your lessons that incorporates most, if not all, of the 5 Es.
- Each of you should post one lesson outline on the “Instructional Blueprint” discussion board after you have completed this process.
- See the Module 3 instructions for more specific details.
- After each of you has done one lesson, as a team you should do the same for the other lessons in your blueprint.
As you flesh out your instructional blueprint . . .

- Look for opportunities to incorporate scaffolding (Ch 3. pages 10-12)
- Decide of types of questions to use (pages 17-21)
- Anticipate misunderstandings and strategies to promote conceptual change (pages 23-27)
Finally, review your blueprint and assure that it:

- Differentiates instruction to meet the needs of all students, including EL, special needs, struggling and advanced learners.
- Includes strategies to manage “difficult” situations or students.