



Amazing Lesson Design Outline (ALDO)

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<https://go.mgpd.org/aldocopy> | Updated: 02/09/22

1- Relationships First: Trust and Social-Emotional Learning

Select an activity you can use to connect with students. [View more resources](#).

Build Trust First. [Try these approaches](#) →
compiled by Zaretta Hammond.

[The Paseo Protocol](#)
[Where I'm From](#)

Social and Emotional Learning Activities

[Checking In](#)
[Create a Calming Corner*](#)
[Empathy Shoes](#)
[Gratitude Jar/Bins](#)
[How Are You Feeling RollerCoaster](#)
[Kindness Challenge](#)
[Love Your SELFie](#)
[Mellow Marshmallow Wellness](#)
[Three Good Things](#)
[What Went Well?](#)
[Worry Monster](#)

[Multiple Activities, One Source](#)
___ Moment of Silence
___ What Fills/Drains Your Bucket today?
___ Stress Check
___ What Do You Think About [Topic]?
___ Can You Imagine Someone Having a
Different Perspective Than You on [topic]?
___ Regarding [topic], describe a perspective
different from your own.
___ Did You Find This Lesson interesting and
challenging?

In this step, you create a safe, positive physical and emotional learning environment. One simple way is to greet students by name as they enter class.

Note: Items marked with an asterisk * above are inspiration only; you may have to make your own. Others allow you to [make a copy](#) with a Google account.

2- Assessment

Select a pre-assessment activity you may find useful.

[ABC Brainstorming](#)
___ Anticipation Journal
___ [Blooket](#)/[Kahoot](#)/[Quizziz](#)/[Knowt](#) /[Socrative](#)/[Ziptet](#)
___ [Bunce Activity](#)
___ Drawing (e.g. [AutoDraw](#), [Brush Ninja](#), [Canvas](#),
Sketchpad)
___ [DuckSoup.us](#)

[Entry Ticket](#) (a.k.a. Bell Ringer)
___ Forms (e.g. Google or Microsoft)
[Guess Box](#)
___ [Stars and Steps Chart](#)
___ [Talking Drawings](#)
___ [Vimboard Interactive Puzzles](#)

In this step, you engage in retrieval practice (a.k.a. Practice testing) to assess prior knowledge and become aware of missing knowledge students need access to. Entry tickets, a.k.a. Bell ringers are an excellent way to accomplish this.

3- Teaching and Learning

Select a high-effect size strategy that matches your learning intention.

Core Strategies: These strategies work in any phase of learning.

[Spaced vs Mass Practice](#) (.65), [Teacher Credibility](#) (1.09), [Success Criteria](#) (.88), [Teacher Clarity](#) (.76), [Feedback](#) (.64), [Interleaved Practice](#) (.44)

Surface Learning	Deep Learning	Transfer Learning
Introduce skills, concepts, strategies, building requisite knowledge	Build relationships between ideas, concepts. Assist students in gaining deeper, conceptual understanding.	Apply what has been learned to novel situations that may involve metacognition, collaboration, and problem-solving
Jigsaw Method (1.20)	Classroom Discussion (.82)	Self-Reported Grades (1.33)
Mnemonics (.80)	Elaboration and organization (.75)	Integrate with Prior Knowledge (.93)
Repeated Reading Programs (.75)	Reciprocal Teaching (.74)	Transfer Strategies (.86)
Summarization (0.74)	Outlining and Summarizing (.66)	Self-efficacy (.71)
Vocabulary Programs (.63)	Concept Mapping (.64)	Problem-Solving Teaching (.68)
Direct Instruction (.59)	Metacognition Strategies (.58)	Service Learning (.58)
Flipped Classroom (0.58)	Imagery (.51)	Peer tutoring (.53)
Note-taking (0.51)	Questioning (0.48)	Cooperative learning

In this step, you match an evidence-based instructional strategy to the phase of learning you have determined students to be in and the learning intention (e.g. surface, deep, transfer)..

Want to blend in digital tools? [Explore this chart](#) for suggestions, [see an example here](#).

Phase of Learning	One Evidence-Based Strategy	One Digital Tool (Pick ONE)
Prior Knowledge	Retrieval Practice	Digital bell ringers
Surface Learning	Jigsaw Method Note-taking	Flipgrid , OneNote , Google Sites , Slides , VideoNotes
	Vocabulary Programs	Canva , Google Jamboard , Slides
Deep Learning	Classroom Discussion	Whiteboard.fi , Google Jamboard
	Reciprocal Teaching	Flipgrid
	Concept Mapping	Google Drawings , Diagrams.net , yED Live

Transfer Learning	Self-Reported Grades	Google Docs , Drawing , Sheets , OneNote
	Integrate with Prior Knowledge	Bunce , Cornell Note-Taking
	Problem-Solving Teaching	Google Slides , Minecraft

4- Assessment

Select a post-assessment activity you may find useful.

3-2-1 Summary ABC Brainstorming Anticipation Journal Blooket/Kahoot/Quizziz/Knowt /Socrative/Ziplet Bunce Activity Drawing (e.g. AutoDraw , Brush Ninja , Canvas)	DuckSoup.us Exit Ticket (a.k.a. Bell Ringer) Forms (e.g. Google or Microsoft) Guess Box Stars and Steps Chart Talking Drawings Vimboard Interactive Puzzles
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In this step, you engage students in a post-assessment to gauge their progress. This serves as a low-stakes tool you can use to provide feedback to students.

5- Reflect and Share

Select a Reflection Activity.

Questions ___ How Did I Do? What will I do next time? ___ What was hard about today's learning? ___ What did you feel good about today? ___ What learning activity was your favorite? Why? ___ How did you work with others? How could you do that better?	Activities Exit Ticket / Dice Debrief ___ Journal (e.g. paper, digital, video, audio) ___ Leave Advice for themselves for next time ___ One-Minute QuickWrite Self-Judgement and Reflection ___ Sentence Starter reflections ___ Short letter to self about learning
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In this step, both teacher and students reflect on their learning, as well as how they did in the learning process. It involves some metacognition, determining what may have distracted them from learning, and logging what steps they took to stay on task. The best reflection will involve them engaging in a turn-and-talk activity, sharing their insights about their own learning with others.

Bibliography

ALDO is adapted from a wide variety of sources, including our (Benner, Ellis, Reimers, Guhlin) work at [TCEA's TechNotes blog publications](#). Any errors are my own. Key ideas that had a profound influence on the organization and curation of resources include:

- Bell, Mike. [The Fundamentals of Teaching](#). [Watch video](#).
- Chart of Learning Intentions. [See my original adaptation and citation link](#)

- Fisher, Douglas; Frey, Nancy, Hattie, John. *Visible Literacy for [Literacy](#) and [Math](#)*.
- Hammond, Zaretta. [*Culturally Responsive Teaching and the Brain*](#).
- Hattie, John. [*Visible Learning MetaX Database*](#).
- Kieschnick, Weston. [*Five BOLD Steps*](#).
- Sweeney, Diane. [*Results-Based Coaching Tool*](#) with [example](#).
- Willis, Judy; Willis, Malana. [*Research-Based Strategies to Ignite Student Learning*](#).