

GLO:

S1.E1

HOPPING, GALLOPING, RUNNING, SLIDING, SKIPPING & LEAPING

[Empty box for notes]

TEKS:

FIND AND WRITE DOWN ANY TEKS FOR ALL FIVE GRADE LEVELS THAT APPLY TO THIS GLO

[Empty box for notes]

DESIGN A LESSON THAT TEACHES YOUR GLO. INCLUDE AN ACTIVITY AND SHOW SCAFFOLDING FOR KINDERGARTEN THROUGH FIFTH GRADE. ALSO INCLUDE A FORMAL ASSESSMENT FOR AT LEAST TWO GRADE LEVELS



WHAT
ARE WE LEARNING TODAY?

[Empty box for 'WHAT' notes]



WHY
ARE WE LEARNING IT?

[Empty box for 'WHY' notes]



HOW
WILL I KNOW I HAVE LEARNED IT?

[Empty box for 'HOW' notes]

ACTIVITY:

DESCRIBE YOUR ACTIVITY AND HOW IT RELATES TO YOUR GLO

[Large empty box for activity description]

SCAFFOLDING:

HOW CAN YOU MODIFY THE ACTIVITY FOR ALL GRADE LEVELS

[Empty response area for scaffolding]

ASSESSMENT:

CREATE FORMAL ASSESSMENTS FOR AT LEAST TWO GRADE LEVELS. ASSESSMENTS SHOULD MEASURE THE STUDENTS ABILITY TO COMPLETE THE GLO

[Empty response area for assessment]

FEEDBACK:

TELL US HOW YOU FEEL ABOUT BACKWARDS DESIGN

DO YOU THINK YOU COULD ACTUALLY USE THIS TO PLAN LESSONS?

WHY DO YOU THINK IT IS IMPORTANT TO US THE GLOS AND THE TEKS WHEN PLANNING LESSONS?

WHAT PARTS OF BACKWARDS DESIGN ARE EASIEST? HARDEST?

WHAT OTHER QUESTIONS OR COMMENTS DO YOU HAVE ABOUT BACKWARDS DESIGN?