

# K-W-L Creator

by: Matt

## Topic: UbD

### What I **K**now

You start with the end, the goals in mind.

- They are standards-based.
- The topics and goals are broad and general, not specific.

UbD is a way of thinking, not a prescriptive program.

- The units can be a couple weeks, or 4-6 weeks.
- You can start planning activities first, but they have to align.

Learning is guided by essential questions.

- EQs are open-ended, enduring, and provocative.
- They should be revisited throughout the unit of study.
- They can't be "googled".

### What I **W**ant to learn

What is "GRASPS" means?

- It is in Stage 2.

Are essential questions the most important part of the framework?

- Or is it the understandings (chicken or egg?)?

How do the six facets of understanding fit in with the template?

What does it mean when these templates are "nonlinear" and "iterative"?

How do you ensure that the "WHERE TO" (Stage 3) is incorporated into the learning activities?

### What I **L**earned

That instruction planning for deep understanding and engagement is hard work. Yes, you do need a teaching license for it.

It is more of a way of thinking than a formula.

You approach it from the opposite direction than we might normally do. (think vacation)

Takes the things you are doing and makes it better. Forces you to reflect and ask, "Why are we doing what we are doing?"

UbD guides you to determine the intention for the learning.

It is about the order of things. For example, assessment and questions should drive our instruction.

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**UbD**

(continued)

What I **K**now

- They provide for assessment checkpoints.

What I **W**ant  
to learn

What I **L**earned