

## Creating Lesson Plans Worksheet

Title:

Grade Level:

Content Knowledge:     Skill:  
   Content:

Rationale: (explains WHY, not what)

Standards: These are put out by the various disciplines.

PA Standards  
Common Core

Culturally Relevant/Responsive Teaching (CRT): What are you as the teacher going to do to reach your specific students? What CRT competencies are you focused on implementing for this lesson? How?

**Example:**

Competency 3: Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces B. Culturally Relevant and Sustaining Educators integrate multiple perspectives into learning experiences and interactions. They facilitate learning experiences with questions and activities that capitalize on learners' real-world experiences, identities, and heritage. They leverage learners' cultural backgrounds and funds of knowledge as resources to assist with learning new information and skills across learning experiences.

**How:** I will ask students whether they have met people like the characters in the story and whether they have ever found themselves in a situation like the characters. They will share this with a friend and have the option to share with the class. In this way, students' lived experiences and perspectives are recognized, and students can connect the literature to their own lives. Further, different perspectives are shared and appreciated within the class.

**Goal:** By the end of the unit, what students should understand/be working towards understanding. Big idea – perhaps 2 or 4 for entire unit. **(This is taken directly from your unit goals)**

**Essential Question:** Write the question. Something in this lesson ought to help the students move closer to answering this question **(This is taken directly from your unit overview too)**

**Objectives:** Objectives will include 4 distinct components: Audience, Behavior, Condition and Degree. They explain the **outcome desired** in behavioral terms.

A = Audience; who is being taught

B=Behavior; what behavior will be seen/heard

C= Condition; what is provided for students

D = Degree; how well will the behavior be completed

**Example:** After teacher models the skill (C), fourth grade students (A) will be able to complete (B) four of five problems accurately (D) on the worksheet .

**Example 2:** In groups of three (C), ninth grade students (A) will explain their opinion of \_\_\_\_ (B) with no fewer than four accurate examples (degree)

**Formative Assessment:**

1. These should explain *how you are measuring the objectives* and should MATCH the objectives specifically. Do not merely repeat what the objective is. Begin with the phrase “Teacher will assess (check) that students met the objective by....”

**Example 1:** Teacher will assess whether students met the objective by collecting worksheets and checking all problems for accuracy, checking for four out of five correct.

**Example 2:**Teacher will assess whether students met the objective by reading the opinions of \_\_\_\_ and checking for four accurate examples.

**Use of Assessment:** How will you use the assessment to inform instruction?

**Example:** If students got 4 out of 5 correct, I will move to the next lesson. If students do not reach this objective, I will reteach using different examples. If I see specific errors that are occurring, I will reteach that particular difficulty and ask students to complete additional problems. If only a few students missed the objective, I will praise students and review briefly, following up with the few students who need a boost.

Procedures/Events of Instruction:

1. Attention Getter & Advanced Organizer (\_\_ minutes)
  - a. This could be showing a model, asking a question, having a problem on the board, reading an interesting newspaper article, etc. Needs to be detailed. **How will you get students to care?!**
  - b. Inform students of objectives
2. Stimulate recall of prior knowledge (\_\_ minutes). If you're asking questions, list the questions. If you're reviewing, state what you will say/show/share. Do NOT just say "review from yesterday."
3. Presentation of Content (\_\_ minutes)
  - a. This is how the content is being presented.
4. Student involvement (\_\_ minutes)
5. Practice & Feedback (\_\_ minutes)
6. Review/Closure(\_\_ minutes)
7. Preview of Next Lesson(\_\_ minutes)

\*Note: Presentation, involvement, and practice/feedback can all be combined, *but* all three components ought to be visible in your lesson plans.

Materials and Aids: All the materials, books, worksheets, etc. that you will need to make this lesson work. Be specific.

Adaptations: What changes will you make in instruction, content, and/or grouping so that all students' needs are met.

**Note: these adaptations are made for actual students in your classrooms, not hypothetical ones.**

Enrichments: How could you make this lesson more in depth, novel, accelerated, or complex for higher achieving students

**Note: giving extra work is not enrichment. Extra work de-incentivizes students to achieve more.**

#### 4 Parts of an ABCD Objective

- Audience
- Behavior
- Condition
- Degree
  - The objective does not have to be written in this order (ABCD), but it should contain all of these elements

#### **Audience**

- Describe the intended learner or end user of the instruction
- Often the audience is identified only in the 1st level of objective because of redundancy
- Example: The paramedic refresher participant...
- Example: The student...
- Example: The pre-hospital care provider attending this seminar...

#### **Behavior**

- Describes learner capability
- Must be observable and measurable (you will define the measurement elsewhere in the goal)
- If it is a skill, it should be a real world skill
- The “behavior” can include demonstration of knowledge or skills in any of the domains of learning: cognitive, psychomotor, affective, or interpersonal
- Example: ... should be able to write a report...
- Example: ...should be able to describe the steps...
  - Cognitive domain
    - Emphasizes remembering or reproducing something which has presumably been learned
    - Deal with what a learner should know, understand, comprehend, solve, spell, critique, etc.
  - Psychomotor domain
    - Emphasizes some muscular motor skill, some manipulation of material and objects, or some act that requires a neuromuscular coordination
    - Concerned with how a learner moves or controls his/her body
  - Affective domain
    - Composed of two different types of behaviors: reflexive (attitudes) and voluntary reactions and actions (values)
    - Stages: perception, decision, action and evaluation

#### **Condition**

- Equipment or tools that may (or may not) be utilized in completion of the behavior
- Environmental conditions may also be included
- Example: ...given an oxygen wrench, regulator and D tank with oxygen...
- Example: ...given the complete works of William Shakespeare...
- Example: ...given the following environment: 10PM, snowing, temperature 0 degrees C...

#### **Degree**

- States the standard for acceptable performance (time, accuracy, proportion, quality, etc)
- Example: ... without error.
- Example: ... 9 out of 10 times.
- Example: ...within 60 seconds.