

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?

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: By the end of this lesson, students should be able to:

1. Objectives will include 4 distinct components: Audience, Behavior, Condition and 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.

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

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

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.