

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

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.

Summative Assessment:

1. These should explain *how you are measuring the objectives* at the end of the unit.

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.