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

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.