

LESSON PLANNING

University of Delaware Common Core Aligned Lesson Plan And Guiding Questions

Subject(s): _____

Grade: _____

Date(s): _____

Time: _____

1. Common Core Learning Standard(s) Addressed: (Have you identified integration of multiple content standards?)

2. Learning Target(s)/Objective(s): (What will students know & be able to do as a result of this lesson? Are these learning target(s)/objective(s) appropriate based on your prior assessment/knowledge of students' understandings?)

3. Relevance/Rationale: (Why are these outcomes essential for future learning? Why are the learning tasks appropriate according to personal/cultural/community assets of your students? How does research/theory support your instructional decisions?)

4. Formative Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like? What evidence will you consider to analyze individual and collective understandings?)

5. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)

- Sequence the key learning tasks for **daily** instruction.
 - Consider how you will build connections from prior knowledge to new knowledge.
 - Include how you will help students make connections
 - Identify the language demands embedded in the lesson.
 - Consider how you will help students at different academic and language proficiency levels develop this academic language. Consider how you will support students with specific learning needs.

Activating Strategies may include:

- Capture students' interest; hook.
- Review prior knowledge.
- Tell students what it is they are expected to know or be able to do ("Today we will...")
- Introduce the lesson.
- Communicate the purpose of the lesson.

** Homework checks, attendance and other housekeeping duties do not constitute an opening.*

Teaching Strategies may include:

- Present content, skills, and strategies.
- Describe the selected teaching methods, instructional procedures, and learning activities that are appropriate for the students and that are aligned with the objective(s).
- Model the skill or strategy. (Go through the process and explain what is expected.)
- Check for understanding.
- Provide guided practice. (Use strategies to insure that students practice desired behavior; teacher is readily available; teacher should be monitoring groups and providing feedback.)
- Include critical questions that you will ask.

Summarizing Strategies (Closure) may include:

- Engage students in summarizing main points or big ideas of lesson.
- Revisit objective/essential question.

6. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)

7. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class? Consider all aspects of student diversity.)

Common Core Aligned Lesson: Reflection

Following your lesson, in preparation for your next lesson, consider the following questions based on your examination and analysis of student work:

- Who got it? Who didn't get it? How do you know?
- Will you form small groups to remediate/extend instruction? Who will be in the group(s) and why?
- Does the content need to be re-taught to the whole class? If so, how would this re-teaching differ from previous instruction?
- What feedback will you give to students? How will you support students in using your feedback?

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1. Common Core Learning Standard(s) Addressed:
2. Learning Target(s)/Objective(s):
3. Relevance/Rationale:
4. Formative Assessment Criteria for Success:
5. Activities/Tasks: Activating Strategies: Teaching Strategies: Summarizing Strategies (Closure):
6. Resources/Materials:
7. Access for All:

Reflection:

PLAN BOOK FORMAT

(This form may be used upon approval from your coordinator.)

Subject:**Time:****Standards addressed throughout the week:**

Date:	Objective(s):	Assessment(s):
	Resources and Materials:	
	Activating Strategies: Teaching Strategies: Summarizing Strategies:	

Spacing will vary depending on the length of the lesson plan.

Continue to consider individual student needs.

EDUCATION RESOURCE CENTER EQUIPMENT

		(FINE)
Cassette tape recorders	1 day	\$2/day
Dictaphone transcription machine	3 days	\$2/day
Kodak slide projector	1 day	\$2/day
Overhead projector	1 day	\$2/day
Multimedia projector	1 day	\$5/day
Desktop presenters	1 day	\$2/day
Digital still camera	3 days	\$5/day
Digital camcorder (mini-DVD & mini-tape)	1 day	\$5/day
VHS camcorder (compact & standard)	1 day	\$5/day
Tripod	3 days	\$2/day
Remote point presenter	1 day	\$2/day
Projector screen	1 day	\$2/day
TV/VCR combo	1 day	\$2/day
DVD players	1 day	\$2/day
CD/Radio/cassette player	1 day	\$2/day
Graphing calculators	1 week	\$2/day
Calculator projector	1 week	\$2/day
Wireless microphone	1 day	\$2/day
Karaoke machine	3 days	\$2/day
Amplifier/Speaker	1 day	\$2/day
Dream Writers	1 week	\$5/day
Big Keys keyboard	3 days	\$2/day
Trackball/joystick	3 days	\$2/day
Laptops	3 days	\$5/day
Portable printer	3 days	\$2/day
Headphones	1 day	\$2/day
Speakers	1 day	\$2/day
InterWrite Schoolpad	1 week	\$5/day

PLANNING USING OBSERVABLE OBJECTIVES

All lesson objectives should be written in observable terms.

Observable or instructional objectives are objectives that describe intended results or outcomes rather than descriptions or summaries of content. These behavioral objectives are stated in performance terms that describe what the learner, or student will be doing when demonstrating his achievement of the objectives. The statement of objectives that is most usefully stated is one that best communicates the instructional intent or purpose of the teacher or the person selecting the objectives.

Meaningful objectives define the learning behavior expected of the student. Learning behavior can be defined by identifying and naming the observable act that will be accepted as evidence that the learner has achieved the objective and by describing the conditions necessary to exclude acts that will not be accepted as evidence that the learner has achieved the objective.

The following is a list of verbs that can help show expected learning:

To write	To underline	To arrange
To recite	To observe	To identify
To read	To evaluate	To construct
To differentiate	To compare	To contrast
To enumerate	To name	To complete
To summarize	To solve	

Avoid using general, non-observable, abstract words which may be open to wide range of interpretation such as:

To know well	To provide
To understand	To develop
To really understand	To grasp the significance of
To fully appreciate	To enrich
To enjoy	To instill
To believe	To have faith in
To introduce	

Avoid writing objectives from the teacher's point of view, showing what the teacher will be doing. Examples: To introduce a new concept, to discuss with the class the book, Manchild in the Promise Land, or to provide several methods of writing algebraic equations.

Taxonomy Level Location

This guide is designed for two-way use:

1. For locating the level of a performance objective within Bloom's Taxonomy
2. To assist in writing an appropriate performance objective within a specific level of the Taxonomy

LEVEL 1: Knowledge

tell	list	Cite	choose	arrange	find	group
label	select	Match	locate	name	offer	divide
subtract	quote	Repeat	multiply	say	show	sort
spell	touch	Write	read	point to	tally	outline
underline	recite	Identify	transfer	check	list	add

You are expecting the learner to:

- remember an idea, phenomenon, or fact in somewhat the same form in which he learned it

Objectives:

1. Write (or tell me) the formula for the area of a triangle
2. Spell the word "taxonomy"
3. List the levels of Bloom's Taxonomy

LEVEL 2: Comprehension

Comprehend

translate	change	Reward	construe	render	convert	expand
transform	alter	Vary	retell	qualify	moderate	describe

Interpret

infer	define	explain	construe	spell out	outline	annotate
expound	account for	associate	paraphrase	draw	conclude	give examples

Extrapolate

project	propose	advance	contemplate	submit	advance	offer
calculate	scheme	represent	predict	generalize	interpolate	rewrite

Comprehension:

You are expecting the learner to:

- (Comprehension) communicate an idea or thing in a new or different form
- (Interpretation) see relationship among things. It may also mean qualifying ideas in relation to one's own experiences
- (Extrapolation) project the effect of things

Objectives:

1. (Comprehension) Reword the Pledge of Allegiance
2. (Interpretation) Explain the meaning of parallel lines
3. (Extrapolation) Offer three ways life in prison would change if inmates could dress as they please

LEVEL 3: Application

relate	classify	solve	adopt	employ	use	generalize
apply	consume	transfer	modify	mobilize	operate	apply
illustrate	manipulate	choose	exercise	try	restructure	handle
wield	predict	put in use	make use of	take up	decode	organize

Application

You are expecting the learner to:

- use what he/she knows (data) from a variety of areas to find solutions to problems
- relate or apply ideas to new and unusual situations

Objectives:

1. Making use of the clothes you are wearing, how can you stay afloat for several hours
2. Use a pail and mop to remove the water from a plugged sink
3. Generalize data patterns to describe the mean, median, mode

LEVEL 4: Analysis

break down	uncover	look into	dissect	examine	take apart	contrast
simplify	relate	discriminate	deduce	sylogism	check	audit
inspect	section	differentiate	scrutinize	order	analyze	test for
survey	search	study	check	screen	decompose	compare

Analysis

You are expecting the learner to:

- break things down into its component parts
- uncover the unique characteristics of a “thing”

Objectives:

1. Decompose the number 24 into its factors
2. Take apart an alarm clock
3. Inspect the house for poor workmanship
4. Analyze the “Last Supper” to uncover as many principals of art as possible

LEVEL 5: Synthesis

create	combine	build	compile	make	structure	reorder
reorganize	develop	produce	compose	construct	blend	yield
summarize	cause	effect	generate	evolve	mature	make up
form	constitute	originate	rewrite	formulate	design	devise

Synthesis

You are expecting the learner to:

- think creatively (divergently)
- to make or create new or original “things”
- combine “things” and reorganize them in a new way

Objectives:

1. Develop a way to teach the concept of “equal groups”
2. Create a new song for the opening line of “Mary had a little lamb”
3. Combine elements of drama, music, and dance into a stage presentation

LEVEL 6: Evaluation

judge	decide	rate	prioritize	appraise	assay	rank
weigh	accept	reject	determine	asses	referee	umpire
adjudge	arbitrate	decree	rule on	award	criticize	censure
settle	praise	grade	score	decide	rate	discriminate

Evaluation

You're expecting the learner to:

- make judgments about "things" based on either external or internal conditions or criteria
- rate ideas, conditions, objects...
- accept or reject "things" based on standards

Objectives:

1. Decide which candidate would best fill the position of principal
2. Award the contract to the best proposal
3. Rank projects in order of quality

References

Bloom, Benjamin S./ (Ed.), Taxonomy of Educational Objectives: Cognitive Domain, N.Y., David McKay Company Inc. 1956, 207 pp.

Plowman, Paul D., "An Interpretation of the Taxonomy of Educational Objectives", 1968

Sylvester, Robert, "Benjamin Bloom and his Taxonomy", Instructor, February 1971.

SECTION 504 ACCOMMODATION PLAN CHECKLIST

(This checklist can be useful when determining appropriate accommodations for specific students.
Remember to include any necessary accommodations on lesson plans.)

Physical Arrangement of Room

- ◆ Seating student near the teacher
- ◆ Seating student in front of the classroom
- ◆ Seating student near a positive role model
- ◆ Seating student away from distracting stimuli
- ◆ Increasing the distance between seats
- ◆ Standing near student when giving directions
- ◆ Providing a stimuli-reduced study area

Lesson Presentation

- ◆ Writing key points on chalkboard
- ◆ Providing a written outline
- ◆ Making sure directions are understood
- ◆ Having student review directions orally
- ◆ Breaking long presentations into shorter segments
- ◆ Including a variety of activities
- ◆ Teaching through multi-sensory modes
- ◆ Providing visual aids
- ◆ Pairing students to check work
- ◆ Providing peer tutoring
- ◆ Providing peer notetaker
- ◆ Allowing student to tape/record lessons
- ◆ Using computer-assisted instruction

Assignments/Worksheets

- ◆ Giving extra time to complete tasks
- ◆ Shortening assignments-breaking into shorter segments
- ◆ Reducing the reading level of assignments
- ◆ Requiring fewer correct responses to achieve grade
- ◆ Giving frequent short quizzes and avoiding long tests
- ◆ Allowing typewritten or computer-printed assignments
- ◆ Allowing student to tape record assignments/homework
- ◆ Not grading handwriting
- ◆ Using self-monitoring devices
- ◆ Providing study skills training/learning strategies

Test Taking

- ◆ Allowing open-book exams
- ◆ Allowing extra time for exam
- ◆ Reading test items to students
- ◆ Giving exam orally
- ◆ Giving take-home tests
- ◆ Allowing student to give test answers into tape recorder
- ◆ Using more objective items/fewer essay responses

Organization

- ◆ Providing student with a homework assignment notebook/calendar
- ◆ Assigning volunteer homework "buddy"
- ◆ Developing a reward system for homework completion
- ◆ Sending daily/weekly progress reports home
- ◆ Providing assistance with organizational skills

Behavior Management

- ◆ Praising specific behaviors
- ◆ Ignoring inappropriate behaviors
- ◆ Using self-monitoring strategies
- ◆ Encouraging positive self-talk
- ◆ Using non-verbal cueing
- ◆ Implementing a behavior management system
- ◆ "Contracting" with student
- ◆ Increasing the immediacy of rewards
- ◆ Giving extra privileges and rewards
- ◆ Keeping classroom rules simple and clear
- ◆ Making "prudent use" of negative consequences
- ◆ Allowing legitimate movement
- ◆ Allowing student time out of seat
- ◆ Allowing for short breaks between lecture/assignments
- ◆ Marking student's correct answers (not his/her mistakes)