



Case Study: Lesson Plan (200 pts)

What is the Assignment?

- **Develop a lesson plan to teach to your Case Study.**
 1. **Choose something to teach to your Case Study:** You can choose anything academic or non-academic.
 - Past examples – baking cookies, playing chess, speaking Spanglish, solving Algebra problems, swimming, playing guitar, composting bin - to name a few.
 - Since you know your Case Study's background and development very well now, it is important to choose something that is developmentally appropriate and interesting to your Case Study.
 - Plan to teach your Case Study **AFTER** you have submitted your lesson plan and received feedback from your instructor. That will happen at the beginning of Module 4 and then you will have until the end of Module 4 to teach your lesson plan to your Case Study.
 - It might take several lessons to teach your Case Study, but for this assignment, we are focusing on developing only the main lesson.
 2. **Write out a lesson plan for what you want to teach your Case Study.** Your lesson plan will consist of 4 Sections:



- SECTION 1: Standards & Objectives
- SECTION 2: Assessments
- SECTION 3: Instruction
- SECTION 4: Accommodations

- **Plan ahead:** You have **4 weeks** to complete this assignment (Summer 10 days)
- **Submission:** Submit to Laulima Assignments by the due date found in the Calendar.
- **Video Instruction:** [Click here to have your instructor take you through assignment](#)
- **Alternative Approaches:** [Click here to read about alternative ways to complete assignments](#)

How is the Assignment Graded?

- An “A” assignment will have the following criteria: [Click here for the overall scoring rubric](#)
 - **Section #1: Standards & Objectives (50 pts)**
 - You choose ONE appropriate standard to develop a meaningful lesson plan.
 - You provide a rationale on why you chose that standard
 - You create ONE measurable learning objective appropriate to standard.
 - **Section #2: Assessments (50 pts)**
 - You design appropriate and valid formative assessments
 - You provide the actual assessment (attach to lesson if appropriate)
 - You provide scoring tools for each assessment with grading criteria.
 - **Section #3: Instruction (50 pts)**
 - You design a variety of instructional strategies that support lesson objectives.
 - You write out instruction in clear detailed steps for other teachers to follow.
 - You include an anticipatory set, main activity, and closure.
 - **Section #4: Accommodations (50 pts)**
 - You describe accommodations to your instruction for students with special needs (includes gifted), ELL, and culture and diversity.



What Does an “A” Assignment Look Like?

PLEASE USE EXAMPLES ONLY AS A GUIDE AND DO NOT COPY DIRECTLY INTO YOUR OWN WORK!

- Example #1: [Case Study: Lesson Plan \(no comments\)](#)
- Example #1: [Case Study: Lesson Plan \(with instructor comments\)](#)

Why Are We Doing This Assignment?

- The “bread and butter” of teaching is developing a lesson plan that will help guide you to accomplish your learning objectives. Because our lesson plans are now “standards-based”, which means that the students’ score is based solely on whether they demonstrate the standard or learning objective, it is important to know how to create those types of lessons. If you do not intend to become a teacher, this assignment is still important to do because all teaching (academic or nonacademic) still requires a plan that is effective for everyone and where learning can be measured!



Extended Assignment Instructions & Comments

Below is the lesson plan template that you will use to develop your lesson. Just follow the instructions for each section in order for you to complete the assignment.




[Click here to download a blank copy of the Lesson Plan Template in Word](#)

CASE STUDY: LESSON PLAN
Teacher: <i>Write your name here</i>
Case Study: <i>Write your Case Study's name here</i>
Lesson Topic: <i>Write lesson topic here</i>
Lesson Title: <i>Write lesson name here</i>
Lesson Author: <i>Write lesson author's name here. If you adapted lesson from another person, write "adapted from (author's full name)" Important to give credit if you aren't the author.</i>
Materials Needed: <i>Write in the materials needed for this lesson only here</i>
STANDARDS
<i>Write your ONE standard here (create your own standard if topic is non-academic)</i>
OBJECTIVES
<ul style="list-style-type: none"> <i>Write your ONE objective here and UNDERLINE each action verb(s).</i> <i>Write a one-paragraph rationale on why the lesson objective was chosen.</i>
SECTION 1: STANDARDS & OBJECTIVES
<ul style="list-style-type: none"> The most important aspects of lesson planning is determining exactly what actions you want your Case Study to demonstrate. If you aren't sure what you want from your Case Study, then guaranteed s/he won't either. We call these specific actions "action verbs" and they are absolutely essential in making sure that you have planned a valid measurable lesson. You also want to plan "actions" for your Case Study that are developmentally-appropriate and meaningful (hence why we did Case Study: Development Assignment). When choosing a standard and objective, you need to consider whether the actions needed are within your Case Study's development and whether your Case Study is interested in doing those actions. Review the resources below to ensure that you write ONE standard and ONE clear and measurable objective for your lesson plan <ul style="list-style-type: none"> Website: Introduction to Lesson Planning (Backward Design) Website: Determining and Writing Lesson Objectives (40/40/40 Rule) <ul style="list-style-type: none"> Handout: Bloom's Taxonomy (List of Action Verbs) Website: DOE Academic Subjects – Common Core/ HCPS III Standards


IMPORTANT!!
Please Review

SECTION 2: ASSESSMENTS

- *Create assessment(s) to measure each action verb in your lesson objective.*
 - *Create a scoring tool that scores each action verb in your lesson objective.*
- The second most important aspect of lesson planning is “matching” the action verbs in your objective with an appropriate assessment. If your assessment doesn’t actually measure what you want, then the grade your Case Study receives is meaningless.
 - The assessment must also have a scoring tool that provides you and your Case Study with the criteria that determines a score/grade.
 - If you choose an assessment that requires only one possible answer (closed response), then your scoring tool is an **answer key**.
 - If you choose an assessment with many possible answers (open response), then your scoring tool is a **rubric**.
 - Review the resources below to ensure that your assessments are appropriate for the action verbs in your lesson objective.
 - Website: [Determining Lesson Assessment \(Matching Rule\)](#)
 - Website: [DOE Academic Subjects – Common Core/ HCPS III Standards](#)
- 

**IMPORTANT!!
Please Review**

SECTION 3 INSTRUCTION

- *Write clear and detailed steps for instruction section that supports lesson objectives (3 areas)*
 - *I. Anticipatory Set (Opener)*
 - *II. Main Activity*
 - *III. Closure*
- Finally, you are ready to develop the instruction that will engage and support your Case Study to reach the lesson objective. As you may have noticed by now, the action verbs determine everything in the lesson (change the action verb and the whole lesson changes), so you want to make sure that you create instruction that includes those actions!
 - Keep in mind is that we will be using this lesson plan as the tool to examine the four fundamental learning theories in the next assignment – *Case Study: Learning Theories*. Thus, you will want to develop engaging and meaningful instruction in this assignment to see if it “holds up” against those learning theories.
 - Review the resources below to ensure that your instruction is engaging, student-centered (CREDE), well-written, and appropriate for the action verbs in your lesson objective.
 - Website: [Deciding and Writing Lesson Instruction \(CREDE\)](#)
 - Website: [DOE Academic Subjects – Common Core/ HCPS III Standards](#)
- 

**IMPORTANT!!
Please Review**

SECTION 4: ACCOMMODATIONS

- *Describe the accommodations that you would make for the lesson assessment or lesson instruction if your Case Study was part of any of the following groups:*

I.SPECIAL NEEDS (includes Gifted & Talented)

II.ENGLISH LANGUAGE LEARNERS (ELL)

III.CULTURE AND DIVERSITY (Socio-economic status, race/ethnicity, LGBT)

- Diversity certainly makes the world a more interesting place to live, including the classroom. In teaching, no matter how you approach instruction, every student will react differently. Thus, knowing teaching strategies that allow students to react in their own way definitely promotes more student success.
- However, one of the biggest concerns from teachers is how do they adapt their lessons for every student. Isn't that impossible?
- The secret lies in the instruction itself. Does the instruction contain the elements that will naturally make adaptations for all your students regardless of their background? If you recall from the previous section, *Section 3: Instruction*, I introduced these elements as an instructional approach known as CREDE. Incorporating CREDE elements in your lesson naturally accommodates all learners because it forces the instruction to be student-centered!
- Take a moment to examine your own instruction for your lesson plan. Does it contain any of the elements listed above, or is it mostly teacher-centered instruction? Not to say that teacher-directed learning is not effective at times, but when used as the main approach to instruction, it provides little opportunity for students of different learning challenges, cultural or language backgrounds to maximize their learning potential. If your instruction is still too teacher-centered, then this is a wonderful opportunity to make the changes needed to adapt your instruction to ensure that it reaches all learners!
- Review the resources below to ensure that your instruction written well and is appropriate for the action verbs in your lesson objective.
 - Text: Read [SPED pdf](#); Read [ELL blog](#); Read [Culture and Diversity pdf](#)
 - Website: [DOE Academic Subjects – Common Core/ HCPS III Standards](#)

ADDITIONAL LESSON PLANS (IF NEEDED)

- If your teaching requires more than one lesson (most do), then just briefly describe each of the additional lessons in a sentence or two.

