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| **Goal Setting:**\*What Common Core and Essential Standards are addressed in this lesson?\*What should studentsknow/understand/be able to do at the end of this lesson? (student-friendly goal or target)\*How will I know students met their goal? (How will I assess?) |  |  |
| **Pre-Instruction:**What strategies will I use to engage students in critical thinking in order to connect to or provide prior knowledge? (anticipation guide, circle map, KWL, etc.) **Circle the level of thinking required in activity.** | **Creating** **Evaluating****Analyzing****Applying****Understanding****Remembering** |   |
| **During Instruction:**What strategies will I use to engage students in critical thinking as they read/watch/listen to the content material? How will they “hold” their thinking? (Thinking Map, note-taking organizer, etc.) **Circle the level of thinking required in activity.** | **Creating** **Evaluating****Analyzing****Applying****Understanding****Remembering** |  |
| **Post-Instruction:**What strategies will I use to engage students in critical thinking as they process their content material? (turn & talk, demonstration, return to circle map or anticipation guide, exit slip, etc.) **Circle the level of thinking required in activity.** | **Creating** **Evaluating****Analyzing****Applying****Understanding****Remembering** |  |
| **Application:** What will I ask students to do to apply their new learning (project, lab, practice problems, etc.)? |  |  |
| **Reflection:**\*What % of my students met their goal? How do I know? (Evidence/data)\*What is my next step based on this data? (reteach, move on, target certain students?)\*What can I share with my department colleagues? (Successes, advice, pitfalls, revisions?) |  |  |

How will your students do the follow

Read Write Speak Listen Move Think

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| Bloom’s Levels of Thinking Example Verbs(student actions) |

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| Creating(Constructing a new product) | assemble, construct, create, design, develop, formulate, write, invent, compose, predict, plan, design, imagine, propose, devise, formulate, combine, hypothesize, originate, add to, forecast |
| Evaluating(Judgement) | appraise, defend, judge, rank, rate, select, prioritize, support, value, understand, choose, conclude, decide, evaluate, gauge, justify, debate, verify, argue, recommend, assess, determine, critique, criticize, weigh, estimate |
| **Analyzing**(Breaking things down) | analyze, examine, dissect, distinguish, relate, specify, infer, group, differentiate, diagram, categorize, compare, contrast, investigate, separate, advertise, take apart, subdivide, deduce  |
| **Applying**(Using knowledge in new situations) | determine, find out, operate, make, solve, use, show, apply, demonstrate, compute, draw, give an example, illustrate, state a rule or principle, construct, complete, examine, classify, choose, interpret, put together, change, produce, translate, calculate, manipulate, modify, put into practice  |
| **Understanding**(Comprehension) | interpret, restate, summarize, translate, comprehend, describe, paraphrase, tell in you own words, set, rewrite, convert, explain, put in order, trace, read, watch, outline, discuss, distinguish, predict, translate, relate, generalize, demonstrate, visualize, find out more information about |
| **Remembering**(Recall) | match, memorize, define, tell, state, underline, fill in the blank, identify, label, locate, list, memorize, name, recall, spell, listen, describe, relate, find, state, name, recognize, reproduce, draw, select, recite |

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