|  |  |  |
| --- | --- | --- |
| **Goal Setting:**  \*What Common Core and Essential Standards are addressed in this lesson?  \*What should students  know/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

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

|  |  |
| --- | --- |
| 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 |

l