

CCRS Activity Planning Worksheet: Paper Version

STEP ONE: Pick an Anchor Standard:

Copy 3 – 5 sentences or phrases from the level descriptor that apply to the core skill that you are teaching:

And / or describe the goal in your own words:

STEP TWO: Pick the Activity Type. A complete plan should include one of each activity type:

1) Activate or Supply Background Knowledge

2) Teacher Modeling

4) Academic Application

3) Options for Physical Action

5) Real World Application

Use the following lists of choices to clarify the details of your activity. Your 5 activities should include a range of different choices to provide different learning options for your students.

1) Who leads and who is involved:

- Teacher Directed Group Work (ex: Teacher brings crossword for students to solve together.)
- Teacher Directed Individual Work (ex: Teacher assigns math problems based on individual student level.)
- Teacher Directed Homework or Distance Learning (ex: Teacher asks students to complete reading between classes.)
- Teacher Modeling (Teacher demonstrates skill while thinking aloud, narrating their thought process and pausing to explain choices or actions.)
- Student Directed Group Work (ex: Students work together to pose a question and research its answer.)
- Student Directed Individual Work (ex: Student chooses textbook chapters based on need or interest.)
- Student Directed Homework or Distance Learning (ex: Student finds a way to use new vocabulary in conversation.)

2) How is content communicated:

- Audio Recording
- Video Recording
- Conversation in Class
- Drawings or Diagrams Generated by Students
- Graphs Charts or Maps Generated by Students
- Writing Generated By Students (handwritten, typed or published on internet)
- Student Oral Presentation
- Student Physically Demonstrates
- Writing from Dictation
- Observing or Interpreting Art
- Reading or Interpreting Graphs, Charts, Maps
- Reading Text
- Teacher Created Diagrams or Visual Work
- Teacher's Oral Presentation
- Teacher's Physical Demonstration

3) What is the main type of thinking involved?

- Restate Content (ex: summarize)
- Reproduce Content (ex: spell dictated words)
- Group Similar Content (ex: matching activity)
- Use Content in New Context (ex: write using new vocabulary)
- Evaluate Quality of Content (ex: write review of TV show)
- Sequence or Classify Content (ex: put events in order)

4) How is Understanding Demonstrated?

- by student verbally
- by student acting out
- by student writing
- by student sorting or putting items in sequence
- by student drawing or diagrams
- by student completing assessment

5) How often will this activity be repeated?

Daily Weekly Other:

6) Who evaluates the quality of understanding?

- Teacher evaluates student
- Student Evaluates themselves
- Students evaluate each other

STEP THREE: Repeat Step Two until you have defined all 5 activities.

STEP FOUR: Use activities with your student(s) and have some fun. Make notes using rubrics or other means to evaluate student participation and evaluate their progress toward meeting the standard.

STEP FIVE: Meet with each student to discuss the 5 activity types and evaluate whether they were effective for them.