**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:**

<table>
<thead>
<tr>
<th>1</th>
<th>Activate or Supply Background Knowledge</th>
<th>2</th>
<th>Teacher Modeling</th>
<th>3</th>
<th>Options for Physical Action</th>
<th>4</th>
<th>Academic Application</th>
<th>5</th>
<th>Real World Application</th>
</tr>
</thead>
</table>

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 writing
- by student drawing or diagrams
- by student acting out
- by student sorting or putting items in sequence
- 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.