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| **English/Language Arts Examples**After completing the lesson, the student will be able to: |
| * listen for the purpose of following directions . . .
* record his or her understanding/knowledge by creating pictures . . .
* use the vocabulary of \_\_\_\_\_ (shapes, colors, etc.) to describe \_\_\_\_\_ (flowers, etc.)
* explain the meaning of the word(s): \_\_\_\_\_.
* generate ideas and plans for writing by using \_\_\_\_\_ (brainstorming, clustering, etc.)
* develop a draft . . .
* edit a draft for a specific purpose such as \_\_\_\_\_ (word choice, etc.)
* discuss the differences and similarities between the two main characters from \_\_\_\_\_ and \_\_\_\_\_.
* identify the definition of \_\_\_\_\_ (fables, fairy tales, etc.).
* understand and be able to identify the traditional elements in \_\_\_\_\_ (fables, fairy tales, etc.)
* define the literary term \_\_\_\_\_.
* re-tell in his/her own words \_\_\_\_\_.
* summarize the plot of \_\_\_\_\_.
* make inferences from the text . . .
* demonstrate understanding by writing three facts about . . .
* listen critically to interpret and evaluate . . .
* represent textual information by \_\_\_\_\_ (drawing, painting, etc.)
* recognize and list the literary devices found in \_\_\_\_\_.
* state an opinion about \_\_\_\_\_, using examples from the text to support the opinion
* compare the experience of \_\_\_\_\_ (a character in a text) to his or her own life
* list the primary plot details in \_\_\_\_\_ (a text, short story, novel, or drama)
* compare and contrast three different versions of \_\_\_\_\_ (write a narrative version of \_\_\_\_\_, with appropriate plot characteristics of the genre
* compare excerpts of \_\_\_\_\_ (a novel) to first-hand accounts of \_\_\_\_\_ (the Civil War, WWI, etc.)
* describe \_\_\_\_\_ (Victorian, Elizabethan, etc.) attitudes toward \_\_\_\_\_ (a social concern, a vice, a virtue, an event, etc.)
* analyze \_\_\_\_\_ (a character's) desire to \_\_\_\_\_
* list elements of \_\_\_\_\_ (a writer's) style in \_\_\_\_\_ (a text)
* identify and trace the development of \_\_\_\_\_ literature from \_\_\_\_\_ to \_\_\_\_\_
* define basic literary terms and apply them to \_\_\_\_\_ (a specific text or work)
* produce an effective essay which details \_\_\_\_\_
* produce an effective persuasive essay which takes a stand for/against \_\_\_\_\_
* use the work of \_\_\_\_\_ as inspiration for a representative piece about \_\_\_\_\_
* draw parallels between \_\_\_\_\_(a text) and \_\_\_\_\_ (a text)
* explore the nature and implications of \_\_\_\_\_ (a vice, a virtue, a societal concern, a characteristic, etc.)
* explore allegory in various works of children's literature . . .
* recite a poem (or excerpt of text) with fluency
* use specific examples in \_\_\_\_\_ (a text) to illustrate an aspect of human behavior
* compose a \_\_\_\_\_ (haiku, verse, rhyme, poem, etc.)
* describe the traditional rules and conventions of \_\_\_\_\_ (haiku, the personal essay, etc.)
 |
| **Social Studies Examples**After completing the lesson, the student will be able to: |
| * place events in chronological order and describe how . . .
* create a timeline of events . . .
* record his or her knowledge using pictures . . .
* connect his or her own experiences with . . .
* obtain information about \_\_\_\_\_ (a topic) using a CD, the Internet, an encyclopedia, etc.
* identify the contributions of \_\_\_\_\_ (a person, an event) to \_\_\_\_\_ (the nation, the process, etc.)
* understand how \_\_\_\_\_ ( a person, place, or thing) has influenced \_\_\_\_\_ (an era, the nation, etc.)
* identify the causes and effects of . . .
* identify relevant questions for inquiry
* understand the basic structures and functions of \_\_\_\_\_ (government)
* organize and interpret information using \_\_\_\_\_ (graphs, charts, political cartoons, etc.)
* understand the historical context of . . .
* create Venn Diagrams which compare and contrast . . .
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| **Science Examples**After completing the lesson, the student will be able to: |
| * recall information about the reading . . .
* develop a basic knowledge of \_\_\_\_\_ (the solar system, etc.)
* record observations about . . .
* record and compare facts about \_\_\_\_\_ (the sun, moon, etc.)
* collect, organize, display, and interpret data about \_\_\_\_\_
* demonstrate an understanding of \_\_\_\_\_ in terms of \_\_\_\_\_
* create a visual representation of \_\_\_\_\_ (the water cycle, etc.)
* understand the basic structure of \_\_\_\_\_ (an atom)
* identify states of matter . . .
* create a concept map of . . .
* identify relevant questions for inquiry
* sequence and categorize information . . .
* demonstrate learning by producing a \_\_\_\_\_

present their findings of \_\_\_\_\_ to the class |

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| **THIS IS THE "WHAT"**  |
| **Action Verbs for Learning Objectives** |
| **A**bstract Activate Acquire Adjust Analyze Appraise Arrange Articulate Assemble Assess Assist Associate **B**reakdown Build**C**alculate Carry out Catalog Categorize Change CheckCite Classify Collect Combine Compare Compute Contrast Complete Compose | Compute Conduct Construct Convert Coordinate Count Criticize Critique**D**ebate Decrease Define Demonstrate Describe Design Detect Develop Differentiate Direct Discuss Discover Distinguish Draw Dramatize**E**mploy Establish Estimate Evaluate Examine Explain  | ExploreExpress Extrapolate**I**dentify Illustrate Implement Improve Increase Infer Integrate Interpret Introduce Investigate**J**udge **L**imit List Locate **M**aintain Manage Modify **N**ame **O**bserveOperate Order Organize**P**erform Plan Point Predict |  Prepare Prescribe Produce Propose **Q**uestion**R**ank Rate Read Recall Recommend Recognize Reconstruct Record Recruit Reduce Reflect Relate Remove Reorganize Repair Repeat Replace Report Reproduce Research Restate Restructure Revise Rewrite**S**chedule | Score Select Separate Sequence Sing Sketch Simplify Skim Solve Specify State Structure Summarize Supervise Survey Systematize**T**abulate Test Theorize Trace Track Train Transfer Translate**U**pdate Use Utilize **V**erbalize Verify Visualize **W**rite |

SOURCE: http://www.educationoasis.com/

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| **THIS IS THE "HOW"**  |
| **Written Products** | **Visual Products** |
| Advertisement Autobiography Biography Blog Book report Brochure Business letter Checklist Classification list Comic book Commercial script Comparison chart Critique Description Dialogue Diary Dictionary Editorial Email Essay Fact file Fairy tale Field manual Friendly letter Glossary Guidebook Headline History Interview script Job description Joke book Journal Letter Letter of referral  | Limerick Lyrics Magazine article Manual New story ending Newsletter Newspaper Newspaper article Observation sheet Outline Pamphlet Patent PowerPoint Prediction Profile Puppet show Quatrain Questionnaire Questions Quiz Radio script Recipe Report Research report Review Riddle Scroll Short story Survey Test Travel log Vocabulary list Website Wiki page Yearbook  | Advertisement Album Anagram Animation Artifact collection Award Book jacket Booklet Bookmark Brochure Bullet chart Bulletin board Calendar Cartoon Chart Checklist Collage Comic book Costume Crossword puzzle Diagram Display Drawing Film Flag Flash cards Flowchart Gallery  | Graph Greeting card Illustration Information table Jigsaw puzzle Map Mask Mosaic Movie Mural Newspaper ad Painting Pamphlet Pennant Photo essay Photograph Picture dictionary Playing cards Poster Puzzle Scrapbook Slide show Timeline Web Word game Word search  |

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| **THIS IS THE "HOW"**  |
| **Oral Products** | **Kinesthetic Products** |
| Anecdote Audio recording Book report Campaign speech Choral reading/speech Cinquain Comedy act Debate Description Dialogue Discussion Dramatization Explanation Jingle Joke Lecture Limerick Mock interview Monologue Newscast Oral report Radio announcement Radio commercial Rap Recorded dialogue Rhyme Riddle Role-play Song Speech Story telling  | Aquarium Ballet Card game Ceramics Charade Clothing Collage Dance Demonstration Device Diorama Display Dramatization Etching Experiment Field trip Finger puppets Food Furniture Game Hand puppet Hat Invention Jigsaw puzzle Machine Mime Mobile Model Monument Origami Paper mache Puppet show Puzzle Quilt  |

Source:

The Curriculum Project

(Samara and Curry, 1992)