



North Carolina
Community College System

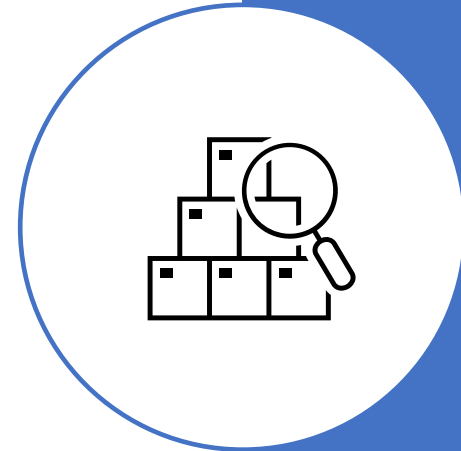
Lesson Planning Alternative Learning Packets

September 8, 2020



Overview

- Review Alternative Learning Packet Approval Request Form and Checklist
- Analyze Components of a Lesson Plan
- Synthesize Sample Lesson Plan Templates
- Lesson Plan Reflection





Alternative Learning Packet Approval Request Form

Alternative Learning Packet Approval Request Form

Alternative Learning Packets are an approved distance learning method for students who have limited access to online instruction.

Instructions for completing the form:

Please submit this approval request form as a **WORD document** along with a sample lesson plan per content area for each NRS Level included in the packet. All submissions must come from the program director and must include the following:

NRS LEVEL

College and Career Readiness Content Standards aligned to the indicated NRS level

Instructional Objectives

Sufficient instructional activities to meet the learning objectives

Explicitly explain how the teacher will be facilitating the instructional activities and providing feedback to promote student learning and student-teacher interaction.

If you are submitting a learning packet approval form for a class containing multiple NRS levels and/or content areas, submit a lesson plan for each level and content area. If you are submitting a learning packet approval form for a single NRS level class and content area, submit one lesson plan.

Please follow this link to identify [CCR Content Standards, Learning Objectives, and Instructional Activities](#) that align to the specified NRS Levels.

Director:	Date Submitted:
Program:	
Learning Packet NRS Level:	
Requested number of Proxy Contact Hours per packet:	





Alternative Learning Packet Approval Checklist



Alternative Learning Packet Approval Check List

The System Office will use this checklist to approve or disapprove submitted alternative learning packets.

1. NRS Levels are indicated on the form.
2. CCR Content Standards are aligned to the indicated NRS levels.
3. Contact hours requested match those on lesson plans.
4. NRS Level on request match those on lesson plans.
5. Learning objectives are clearly stated.
6. Learning objectives are aligned to content standards.
7. There is clear evidence of teacher-led instructional activities. (How will the instructor guide the learning?)





Alternative Learning Packet Approval Request Form Example

Includes

- NRS Level
- CCR Standards aligned to the indicated NRS Level
- Instructional Objectives
- Sufficient instructional activities to meet the learning objectives
- Explicit details on how the teacher will be facilitating the instructional activities and providing feedback to promote student learning and student-teacher interaction





- Questions about the Alternative Learning Packets Approval Request Form or Checklist

Lesson
Planning
Fundamentals



Class Topic



[Content Standard](#)

Lesson Planning Fundamentals



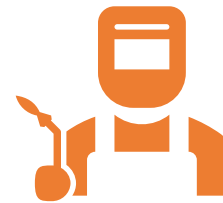
Instructional Objective

Objectives articulate the knowledge and skills you want students to acquire by the end of the lesson

Student-centered

Break down the task and focus on specific cognitive processes

Use action verbs



Life Skill Application

How will the skill taught, or knowledge gained, apply to their lives outside of the classroom?

Breakout Room Activity #1



Introduce yourself: name, institution, and position



Discuss the following questions

How can instructional objectives improve the quality of your teaching?

What is a life skill application that connected with a recent lesson you planned?

Why are content standards vital in education?



Use this opportunity for professional networking and identifying best practices from your peers.



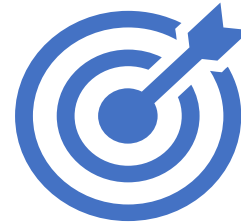
Lesson Planning Fundamentals



Warm Up

Create an activity that reviews previously learned content to begin a new lesson

Create an activity to focus on the topic to be taught



Introduction

Create an activity to focus students' attention on the new lesson

Describe the purpose by reviewing the objective

Describe the content and benefits by relating the objective to students' own lives

Assess students' prior knowledge of the new material by asking questions and reviewing their responses

Lesson Planning Fundamentals

- Presentation and Active Engagement Strategies
 - Create an activity to introduce new vocabulary
 - Provide key concepts and introduce new information with a variety of strategies using visual, realia, description, explanation, written text
 - Check for level of students' understanding by asking questions, using non-verbal hand signals, and other formative assessments



Lesson Planning Fundamentals

- Practice and Application
 - Model the activity or skill that students are to practice
 - Differentiate the activity for high, average, and low level students
 - Monitor students' practice
 - Provide an immediate feedback of the activity to students
 - Provide an activity that requires students to apply the learning beyond the lesson and connect to their own lives
 - Provide an activity to transfer the skills to a new situation



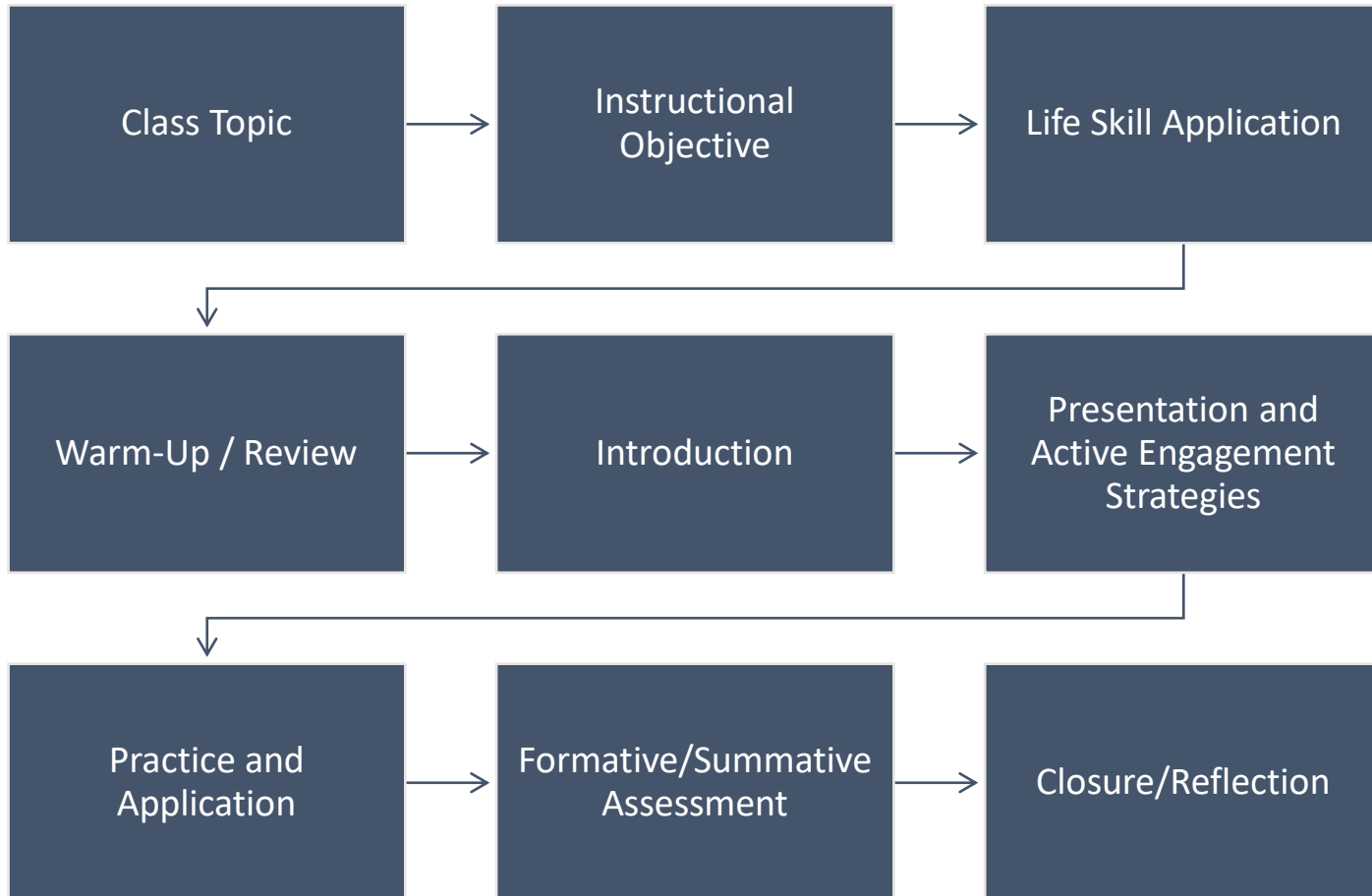


Lesson Planning Fundamentals

- Summative and Formative Assessment
 - Create an activity to assess each student's attainment of the objective
 - Assess using oral, aural, written, or applied performance assessments
 - Create an activity that helps students reflect about their learning and/or the strategies used to teach the lesson
- Closure
 - Ask questions or create an activity for students to reflect on what they have learned and assess their own progress towards achieving the instructional objectives



Lesson Planning Fundamentals





Breakout Room Activity #2

- Introduce yourself: name, institution, and position
- Discuss the following questions
 - Should greater emphasis be placed on specific parts of a lesson plan? If so, what part(s)?
 - What are some other ways to organize a lesson plan template? Do you know of any lesson planning resources?
 - What are challenges you face when planning a lesson? How might you overcome these obstacles?
- Use this opportunity for professional networking and identifying best practices from your peers.



Lesson Plan Template



Lesson Plan Template with Explanations

Step #1: Begin with the End in Mind:

Class/Topic: _____

Instructional Objective: At the end of the lesson, students will be able to What all students will know and be able to do after they have learned what we intend for them to learn (student-centered, thinking-centered, performance-based)

Evaluation/Assessment (How will you know if every student met the objective?): How will you know which students achieved the instructional objective and which did not? (see Formative/Summative Assessment below)

Life Skill Application: How will this skill taught or knowledge gained apply to their lives outside of class?

Step #2: Lesson Design:

Lesson Stage	Explanation of Each Step	Time Estimate
Warm-up/Review	<ul style="list-style-type: none"> a. Create an activity that reviews previously learned content to begin a new lesson. b. Create an activity to focus on the topic to be taught 	5-10 min.
Introduction	<ul style="list-style-type: none"> a. Create an activity to focus students' attention on the new lesson. b. Describe the purpose by stating and writing the objective on the board. c. Describe the content and benefits by relating the objective to students' own lives. d. Assess students' prior knowledge of the new material by asking questions and writing their responses on the board. 	5-10 min.
Presentation (Whole-Group) & Active Engagement Strategies	<ul style="list-style-type: none"> a. Create an activity to introduce new vocabulary. b. Provide key concepts and introduce new information with a variety of strategies using visuals, realia, description, explanation, written text. c. Check for level of students' understanding by asking questions, using non-verbal hand signals, etc. (comprehension check). 	30 min.
Practice & Application (Differentiated Instruction)	<ul style="list-style-type: none"> a. Model the activity or skill that students are to practice. b. Differentiate the activity for high, average, and low level students c. Monitor students' practice by moving around the room. d. Provide an immediate feedback of the activity to students. e. Provide an activity that requires students to apply the learning beyond the lesson and connect to their own lives. f. Provide an activity to transfer the skills to a new situation. 	30-40 min.
Formative/Summative Assessment	<ul style="list-style-type: none"> a. Create an activity to assess each student's attainment of the objective. b. Assess using oral, aural, written or applied performance assessments. <p>Create an activity that helps students reflect about their learning and/or the strategies used to teach the lesson.</p>	20-30 min.
Closure/Reflection	<ul style="list-style-type: none"> a. Ask questions or create an activity for students to reflect on what they have learned and assess their own progress towards achieving the instructional objective 	5-10 min.





Sample Lesson Plan #1

Reading: Recognizing and Using Antonyms

Text: Contemporary, *Reading Basics-Introductory*, McGraw Hill, 2001
Pages 29–36

CCR Standards

- R.2.2.1** Recognize synonyms, antonyms, homonyms, and homophones for identified vocabulary words presented in isolation or within a group of words.
- R.2.3.1** Use prefixes, suffixes, root words, antonyms, and synonyms to determine meaning of unfamiliar words.
- R.2.3.2** Identify the meaning of frequently used synonyms, antonyms, homographs, and homonyms.

NRS Levels: 2

Reading Objectives

In this lesson the student will:

1. Demonstrate an understanding of word relationships and the differences in word meanings.
2. Identify antonyms for specific words.
3. Rewrite sentences and replace identified words with antonyms to express an opposite meaning.

Instructional Activities

Text: Contemporary, *Reading Basics-Introductory*, McGraw Hill, 2001

Each student will be provided a reading book as well as a teacher guided instruction sheet.





Questions?

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Thank You!

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