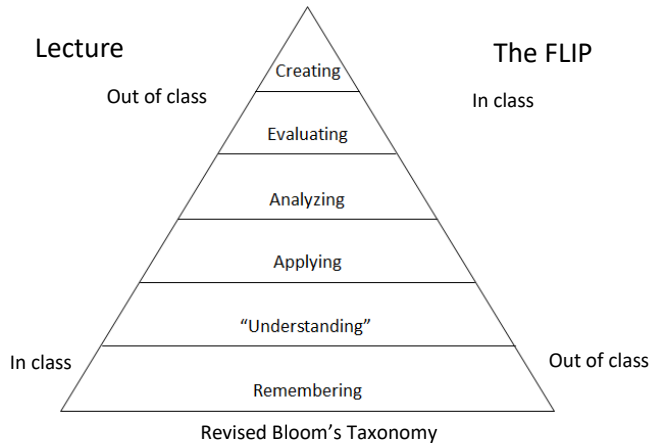


Lesson Plan EXAMPLE

Date for Lesson: \_\_\_\_\_

Topic of Lesson: Create a healthy PB&J sandwich.



Action verbs to get started:

**Creating:** combining, rearranging, producing, planning

**Evaluating:** critiquing, judging, reviewing, testing, defending

**Analyzing:** comparing, organizing, connecting, examining

**Applying:** implementing, using, playing, demonstrating

**“Understanding”:** describing, explaining, summarizing, discussing

**Remembering:** defining, listing, memorizing, recalling, repeating

**Purpose: What do students need to be able to do at the end of this lesson?**

*Students will be able to [begin with action verb] **create** a healthy PB&J sandwich.* \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**PRIOR TO CLASS**

**Learning Outcomes:** [Choose activities that address a **lower** level of Bloom’s Taxonomy than you will use in class.]

*Students will be able to (1) **list** and **describe** each of the ingredients needed to make a PB&J sandwich; (2) **list** the parts of a nutrition label.* \_\_\_\_\_

\_\_\_\_\_

OUT OF CLASS

**To achieve the outcome(s), students are** [What are students doing to prepare to achieve the purpose of the lesson?]

*(1) Students will watch a video of a chef making a PB&J sandwich and post their own descriptions of the ingredients based on the video and their experiences eating PB&J sandwiches; (2) Students will find an example of a nutrition label for one of the ingredients in a PB&J sandwich and post a picture to the discussion board.* \_\_\_\_\_

**INTRODUCTION**

**When students arrive to class, what are they doing? How will class begin?** [What is the Focusing Activity?]

*Students will complete a quiz based on the information presented in the video and their discussion board posts.* \_\_\_\_\_

\_\_\_\_\_

**Now go back and refer to the purpose of the lesson. Write the learning outcomes and plan the activities.**

↪ *Continued on back*

IN CLASS

**Learning Outcome:** [Choose activities that address a **higher** level of Bloom’s Taxonomy than you used for the out-of-class LO.]

**Students will be able to** use nutrition labels to compare the different types of (1) bread, (2) peanut butter, and (3) jelly.

**To achieve this outcome, students are** [What are the students doing during class to achieve this outcome?]

working in small groups and comparing the different nutrition labels for each of the ingredients.

IN CLASS

**Learning Outcome:** [Choose activities that address a **higher** level of Bloom’s Taxonomy than you used for the out-of-class LO.]

**Students will be able to** rank the healthiest types of ingredients for the (1) bread, (2) peanut butter, and (3) jelly.

**To achieve this outcome, students are** [What are the students doing during class to achieve this outcome?]

filling in a worksheet to rank each of the ingredients and providing justification for their rankings.

IN CLASS

**Learning Outcome:** [Chose activities that address a **higher** level of Bloom’s Taxonomy than you used for the out-of-class LO.]

**Students will be able to** create a healthy PB&J sandwich.

**To achieve this outcome, students are** [What are the students doing during class to achieve this outcome?]

developing a plan to conduct taste tests and creating a rubric to capture the results and feedback.

CLOSING

**How will class end?** [What are students doing to show you they “get it”?]

Students vote in class on the rankings for each of the ingredients. After class, students go interview 3 people about their preferences for types of bread, peanut butter, and jelly. Their responses will be the focusing activity for the next class.

 Remember, the end of this lesson plan is the beginning of the next.