

**A Blueprint Lesson Plan is a framework or guiding template for adding specific information unique to each grade or subject. It is a multi-step process that may take several days to accomplish. It can be done entirely or only one portion used to meet specific student needs. A Blueprint targets key thinking skills and abilities that should be revisited until they are mastered.



BLUEPRINT LESSON PLAN**

TOPIC: Experience Classification	AUTHOR: D. Lee Tincher, Ph.D. Chair, Curriculum and Instruction
DESIRED OUTCOMES (Goals & Objectives)	DIRECT ASSESSMENTS (Connected to Goals & Objectives)
<ul style="list-style-type: none"> • Experience classification. • Transition known components and strategies into new content. • Distinguish equivalence. 	<ul style="list-style-type: none"> • Apply classification strategy to shifts in thinking.
FOCUS/KEY QUESTIONS (Directly related to Outcomes)	RESOURCES (Ways to find responses to Key Questions)
<ul style="list-style-type: none"> • What steps are required to transfer classification skills to new content? • How can we shift the learning to enable students to become empowered drivers of the learning? 	<ul style="list-style-type: none"> • Utilize observation skills to classify concepts. • Support understanding by using a range of perspectives.

COMPONENTS (Flow of the Lesson)	PROCESS EXAMPLES (Modeled)	ACTIVITIES (Age level examples/recommendation)
PRE-PLANNING – What to do before		
Select a collection of items and/or concepts	<p>Elementary [E] – Identify familiar and unfamiliar fruit.</p> <p>Secondary [S] – Issues related to wars during different eras.</p> <p>General [G] – Identify adjectives.</p>	<p>Teacher Activities:</p> <p>Step 1: Brainstorm a collection of items and/or concepts which need deeper examination at your grade level or disciplines. For example: fruit at the primary level or war at the secondary level.</p> <p>Step 2: Identify qualities or characteristics of the items. Uncover qualities they may need to know to relate new content.</p>
Determine “big ideas”	<p>Thinking processes drive mental learning progress.</p> <p>[E] – Fruit grows in different regions, soils, conditions. Fruit is transported, sprayed for disease and insects. Fruit has different preparations, textures, and tastes.</p> <p>[S] – War has a definition, description based on the era, and weapons from words to armament. War begins with a clash of ideas.</p> <p>[G] – Adjectives expand awareness of nouns.</p>	<p>Step 1: Examine the scope of related topics.</p> <p>Step 2: Identify threads or connections weaving throughout the topic.</p> <p>Step 3: Label the “big idea” identified from the thread. For example: Fruit is <u>grown</u>. War is a resolute of <u>ideology</u>. Adjectives <u>define specifics</u>.</p>

RETRIEVAL – What students already know		
<p>Known from memory [Thinking Skill (TS): Association]</p>	<p>[E] – Fruits come in different colors, shapes, and are grown in different ways.</p> <p>[S] – Tactics and strategies of war change over time.</p> <p>[G] – Descriptive terms can be written in different ways, i.e. The brown dog ran or the dog running across the street was brown.</p>	<p>Step 1: Provide students with a bank of pictures or words, i.e. images of fruit; photos or drawings of war scenes; collection of items with a common theme.</p> <p>Step 2: Divide the class into teams, designating a lead who responds for the team. The team is tasked with sorting the items into groups with a common quality. Not all items will fit in a group and some may fit into more than one group.</p> <p>Step 3: Once the items are grouped, each group needs to be labeled by the team. The teams may have different names for the groups. These are shared with the entire class.</p>
<p>Shift perspectives [TS: Point-of-view]</p>	<p>[E] – A slice of fruit seen under a microscope looks different.</p> <p>[S] – War looks different from the victor’s side.</p> <p>[G] – Descriptive terms can express more than physical traits, i.e. emotional, attitude, ideology.</p>	<p>Step 1: What way can the grouped items be seen to generate a different perspective? In teams or as individuals, identify the possible perspectives associated with the grouped items. For example, the way fruit is grown on bushes or trees; how war is fought on the ground or in the air.</p> <p>Step 2: With the perspectives identified, create an additional or new group using the same qualities or characteristics. Label the new group. For example, what other fruits or things grow in a tree than those already identified; what other ways are wars fought?</p>
MAPPING – What students need to connect		
<p>Extend known qualities [TS: Observation]</p> <p>Equivalency [TS: Contrast and Compare]</p>	<p>[E] – The fruit in Group A has seeds on the inside. Group B has seeds on the outside. Group C has no visible seeds. How are Groups A and C related?</p> <p>[S] – Group A has hand-to-hand combat strategies using “x” weapons. Group B uses out-of-arm distant weapons. Group C is long distant weapons. How are Groups A and C related?</p> <p>[G] – Group A describes physical traits. Group B describes emotional impact. Group C describes attitudes. How are Groups A and C related?</p>	<p>Step 1: Using the newly grouped items, share the label with the class and how the group was created.</p> <p>Step 2: Research or provide additional support to uncover new characteristics or qualities by using visuals, verbal descriptions, interviews, documentaries, and/or articles and textbooks.</p> <p>Step 3: Compare various groups shared with the class. How is Group A like Group B? How is Group B like Group C? How is Group C like Group A?</p>
<p>Examine for transition [TS: Logic]</p>	<p>[E] - If fruit with seeds were vegetables, what would Group B?</p> <p>[S] – If swords were made of light rather than metals, what could Group C be?</p> <p>[G] – If emotions were icons, how would Groups A and C relate?</p>	<p>Step 1: Examine identified characteristics to understand structure, purpose, or different ways to function, i.e. an aspect of the big idea such as grow, or ideology, or defining specifics.</p> <p>Step 2: Ask the question: If A were _____, what would B be? If B were _____, what would C be? How could Groups A and C be compared? What could we conclude about their relationship?</p>
<p>Deconstruct or disassemble [TS: Reasoning]</p>	<p>[E] – Fruit grows. Children grow. How do babies become children?</p> <p>[S] – War is caused by different views or ideologies. How does peace happen?</p> <p>[G] – Words which describe items give specifics. How do words describing actions differ?</p>	<p>Step 1: Create a new conclusion in alignment with the big idea.</p> <p>Step 2: Ask – If this is the outcome (conclusion), how can I get there (x) from here (y)?</p> <p>Step 3: Deconstruct the pieces or steps needed to work backwards until you reach the starting point.</p> <p>Step 4: What specific information about each “piece” can be located to evaluate what should happen next?</p> <p>Step 5: Create a visual to demonstrate the progression of change. Share with the class.</p>

NEXT STEP: STUDENTS CREATE THEIR OWN SET OF THREE GROUPS OR EXAMPLES USING A BIG IDEA.