




Learning Objectives

Transforming Your Lessons Through Meaningful Objectives



סוף מעשה במחשבה תחלה

פרשת יתרו
פרק י"ד




אתם ראיתם אשר עשיתי
למצרים ואשא אתכם
על-כנפי נשרים ואבא אתכם
אלי:

פרשת יתרו פרק י"ד:
אתם ראיתם אשר עשיתי למצרים ואשא אתכם
על-כנפי נשרים ואבא אתכם אלי:

Lesson Plan - Monday & Tuesday:

1. Read and translate פסוק ד
2. Read and translate 2 Rashis -
על-כנפי נשרים & אתם ראיתם



What can be clarified about this lesson?

Today's Objective:

Participants will understand the key attributes and components of a learning objective and be able to demonstrate their learning by writing a relevant learning objective for their content/class.

What is a learning objective?

A teacher's understanding of what the students are to learn

Objective => Destination



Why is a learning objective important?

1. Increases student learning rate
2. Set students expectation and guides their learning process
3. Intensifies teacher's focus and accountability

3 critical components of a learning objective?

- 1. Content → the information or skill the students will learn
- 2. Method → how the teacher will provide instruction (lecture, activity, graphic organizer, partner work)
- 3. Proving behavior → how understanding and mastery will be assessed

Learning Objective:

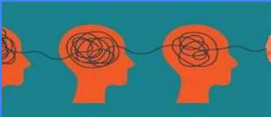


Questions to ask when creating an objective:

- 1. What do I want my students to have learned by the end of the lesson?
- 2. What method can I use to help my students relate to and understand the material? Will this require supplies?
- 3. What activity will students be engaged in to serve as proof that they have learned material?


Practically Speaking

Content and Method I want my students to:	Assessment They will show they know it by:



A lesson can have multiple objectives.

1. P'shat Objective
2. Rashi Objective
3. Hashkafa Objective



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#1 אתם ראיחס:
לא מסרתה היא בידכם. לא בדברים אני משגר לכם. לא נעדים אני מעיד עליכם. אלא 'אחס ראיחס' אשר עשיתי למצרים.

#2 על כנפי נשרים:
כגשר הושא גוזליו על כנפיו, שכל שאר העושות נוחים את בניהם בין כנפיהם, לפי שמחזיקין מעוף אחר שפירח על גביהם. אבל הגשר הזה אינו מחזיק אלא מן האדם שמה יצוק בו כן. לפי שאין עוף שרדה על גביו, לכך נוחנו על כנפיו, לומר, מוטב יבסם הקף' כי ולא בנינו. אף אני עשיתי כן, ויסיע מלאך האלהים וגומר ויבא בין מנהגה מצרים וגומר' (לפעיל דהגע-ג). והיו מצרים צדקים חלים ואבני בליסטוכחות והענן מקבלם

פשוט Goals	
Content and Method I want my students to:	Assessment They will show they know it by:
Read the Pasuk with 100% accuracy	Reading the pasuk to their seat partner
Identify the prefixes, shorashjim and words in avar and asid	Highlighting, circling, and underlining on the provided worksheet
Demonstrate understanding of pasuk	Write a summary of the pasuk / answer comprehension questions on pasuk
Answer מ אמר למי questions Answer על מ אמר questions	Individual whiteboards

רש"י Goals	
Content and Method I want my students to:	Assessment They will show they know it by:
Rashi #1 & #2: Read Rashi with 85% accuracy	Read Rashi to diagonal partner
Rashi #1 & #2: Accurately punctuate a Rashi with commas, periods and quotes. Identify Rashi's question and answer	Using copy of Rashi student will highlight and punctuate Rashi
Rashi #1 & #2: Translate and demonstrate understanding of Rashi	<ol style="list-style-type: none"> Using provided sheet students will fill in blanks with correct translation Student will write translation phrase by phrases Student will translate aloud with partner Student will write phrase that is Rashi's answer on white board
Rashi #1: Students will be able to explain the difference between the eagle and other birds, and how the eagle is compared to Hashem's protection BNY.	<ol style="list-style-type: none"> Completing a Venin diagram Highlighting the words of the rashi that represent the eagle / other birds.
Rashi #2: Students will understand the difference between seeing and hearing and how it is relevant to this pasuk.	<ol style="list-style-type: none"> Identify the words in the rashi that would represent שמעתי and the words that represent אמר

השקפה Goals	
Content and Method I want my students to:	Assessment They will show they know it by:
Students will understand that Hashem acts with love and kindness. Students will identify these midos that Hashem displayed to BNY when they left Mizrayim	With a partner, students will create a list of ways they see Hashem's kindness in their lives
Students will understand the difference between seeing and hearing - אינו דומה שמעיה לראיה - Students will transfer this understanding to Matan Torah	<ol style="list-style-type: none"> Create an image based on hearing's description and comparing their illustration to an actual picture Think / pair / share - How does this connect to Matan Torah
