

Rationale

We believe that good lesson planning leads to good instruction. We believe that it is a skill that can be taught. At the same time, we understand and realize that lesson plans need to be flexible in nature in order to allow teachers to accommodate the needs of learners. We also realize that there are a number of different formats, each with its own purpose and strength. This document is prepared to offer guidance when teaching lesson planning to preservice teachers.

Components

Grade Level: Teachers should include grade level of students.

Adaptations: Teachers should consider the diverse needs of students and make adjustments to the lesson where necessary.

Management Plan: Teachers should indicate special considerations for classroom management. This may include special signals, the arrangement of the room, consequences and rewards, special seating arrangements and more.

Topic: It is expected that teachers will include the topic or area of learning

Time line: Teachers should include the amount of time a lesson or activity would take place. It is acknowledged that many lessons are not completed in a single session.

Materials/Equipment: A list of materials and equipment needed should be listed.

Objectives/outcomes: It is expected that teachers will be able to write clear and measurable outcomes for each lesson. This may include declarative (knowledge based) and procedural (process skills) outcomes or both. Outcomes need to be stated in such a way that the behavior is **observable**.

Strategies and Formats: Instructional strategies and formats will vary. Some may be combined. Here are the basic strategies: (These ideas are taken from the California State University Education Department web site).

Direct Instruction--teacher directed

Guided Discovery--student discovery

Inquiry--series of divergent questions generate the learning

Group Process--cooperative groups, Think-Pair Square, Jigsaw, etc.

Project--research, presentation, etc. that is done over a long period of time

Introduction/Anticipatory Set: Teachers should look for ways to “hook” their learners. They may pose an interesting question, refer to a previous activity, present an issue, show an example, or tell a story. The goal is try to help students relate their own life experience to the activity.

Procedures: Teachers should state procedures necessary to follow for a successful learning experience. Teachers should think about: what will students do and what will teachers do. A step-by-step approach is often used.

Modeling/Guided/Independent Practice: Some lessons provide opportunities for teachers to assess student understanding during the lesson itself. Students may work under the guidance of the teacher and/or independently.

Closure: The closure for the lesson is a critical part that should not be forgotten. It should focus the learner's attention on the main objectives of the lesson. It is understood, however, that closure may not happen in the same learning session if the lesson extends over a number of periods.

Closure may include: questions, discussion, sharing feelings or goals, and more.

Assessment/evaluation: Assessment and evaluation of the lesson should relate directly back to the objective and outcomes of the lesson. How this is accomplished is dependent on the activity/lesson. For example, students may have been asked to write an essay related to the objectives. This essay would be the evaluation piece. Another important component of assessment is the specific **criteria** that will be assessed for mastery.

Self-Assessment/Reflection: Teachers will be asked to do a self-reflection after they teach their lesson.

NAME _____ DATE _____
SCHOOL _____ GRADE _____
ACTIVITY/SUBJECT _____
SPECIAL CHARACTERISTICS _____
(Individual/Small Group/Special Needs?) _____

CLASSROOM MANAGEMENT PLAN

Transitions? Safety? Room set up? Passing Material? Relevant to lesson? Signals? Consequences? Rewards?

Extension/Modification

Standards:

LEARNING OUTCOMES

Be as specific as you can.

INSTRUCTIONAL MATERIALS

Include e-materials when appropriate.

Time line:

ANTICIPATORY SET

How can you "hook" your learners? How can you connect to a learner's prior knowledge/experience?

LESSON QUESTIONS:

What questions will you ask your students during the lesson to encourage higher level thinking?

PROCEDURES (Address: Modeling, Guided Practice, Independent Practice, etc., other)

Modeling:

Guided Practice:

Check for Understanding:

Independent Practice:

CLOSURE

EVALUATION OF STUDENTS How will you know that the Learning objectives for this lesson have been met? What evidence will you collect to assess your students learning?

