

LESSON PLANNING

One of the most important activities a teacher must do is to plan lessons. In order to prepare students for success, lessons must be planned thoroughly and include all components of an essential curriculum.

Key items related to lesson plans are non-negotiable. These are:

- DAILY lesson plans must be created for the upcoming week
- All assessments must be attached to the plan
- Plans should vary from class to class even if the subject is the same.
- Plans should be created by teacher groups – grade level or content group

Prepare to write lesson plans – gather all needed material, including texts, supplementary material, pacing guide, objectives, etc.; be aware of what is available for your use – technology, manipulatives, etc.

Write the plans

- Begin with the end in mind – know what the student needs to be able to do at the end of the lesson; know how you will get them there; know how you will know they are there
- Start by identifying the state objective that will be the focus of instruction; other objectives may be secondary focus: review, maintenance
- Identify the state sample or released sample test item that measures the objective
- Use the state sample/test item to determine what students need to know and be able to do in order to answer the item correctly – be aware of the **level of difficulty**
- Determine the process of instruction that must occur in order to provide students with the knowledge necessary to demonstrate mastery of this skill
- All teacher-made or teacher-selected assessments should mirror the format and complexity of the state released test items

Start by creating your assessment(s) – formative, summative – this helps you stay focused on the objective – have state released items on hand to see what is expected of students on the state test; make sure the assessment reflects the level of difficulty of the state test;

The components of a lesson include:

- Bell Ringer, warm-up, do-now – something to engage students as they enter the classroom – state released test item or other similar problem – should mirror the rigor of the state released items
- Introduction, set, or hook – an activity, question, or something designed to “grab” the students’ attention and “hook” them for the lesson
- Modeling – done by the teacher – shows students exactly what expectations are and gives step by step instructions for skills/tasks such as working a problem
- Guided practice – students practice with teacher or peer guidance until they are proficient in the skill – use of small groups, individual dry erase boards, etc.
- Independent practice – students work independently on skills; teacher monitors but does not intervene unless students show they are not proficient – teacher then provides more instruction
- Intervention – assistance for individuals not performing proficiently; designed for each individual’s needs; designed to improve performance
- Enrichment – designed to challenge students and to enhance their knowledge
- Accommodations/modifications for students with IEPs – know your students and make allowances for those who need modifications
- Assessment – used to determine if students grasped the concept – does not have to be formal

- Closure – a way for students to briefly reflect on learning – writing something learned, think-pair-share, explain the concept
- Homework – an assignment that will reinforce the lesson and will give practice as needed

When planning strategies and procedures for the lesson, consider the following:

- Learning styles – use a learning style inventory at the beginning of the term
 - Higher levels of thinking – Bloom's , etc
 - Engaging students through best practice and differentiated instructional strategies
 - Manipulative and hands-on activities
 - Students working rather than the teacher working
 - Protecting instructional time
 - Intervention strategies
 - Enrichment strategies
 - Interdisciplinary connections/strategies
 - Assessment of student learning used to plan further instruction (progress monitoring)
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Before planning a lesson, you need to have a clear idea of what the teaching objectives are. What, specifically, the student should be able to do, understand and care about.

You need to know the type of lesson to be presented, procedures to be followed, and behavioral expectations related to the lesson, what students are expected to do, what knowledge or skills are to be demonstrated and in what manner. Students should be informed about what is expected of them.

Anticipatory set (set/hook/focus) – grabs students attention – bell ringer; focuses student attention on the lesson;

Modeling – teacher provides information needed for students to gain knowledge or skill; show students examples of what is expected as an end product of the work; check for understanding – make sure students “get it” before moving on

Guided practice – an opportunity for each student to demonstrate his/her grasp of a concept by working through an activity with supervision; teacher provides individual remediation as needed

Independent practice – practice for reinforcement; homework, group or individual work in class

Closure – designed to bring a lesson presentation to an appropriate conclusion; help students bring things together in their own minds, to make sense of what has just been taught; used to:

- Cue students to the fact that they have arrived at an important point in a lesson or the end of a lesson
- Help organize student learning
- Help form a coherent picture to consolidate, eliminate confusion and frustration
- Reinforce major points to be learned; an act of reviewing and clarifying key points of a lesson, tying them together into a coherent whole

When beginning to write lesson plans as a first-year teacher, write everything!!! As you continue your career, you will be able to write less, but still integrate all parts of your lessons.

- What is a lesson plan?
 - What you are going to teach, how you will teach it, how you will determine if students “get it”
- What do you need to know in order to write a lesson plan?
 - Objective to be taught/assessed
 - Prior knowledge needed
 - Materials to be used
 - Learning styles of students
 - How you will assess student mastery
- Where do you start writing a lesson plan?
 - Begin with the end in mind
 - Determine the objective – state/district
 - Determine prior knowledge required – what they must be able to do before mastering the new concept
 - Identify the state sample or released sample test item that measures the objective
 - Use the test item/sample to determine what students need to know and be able to do in order to answer the item correctly – be aware of the **level of difficulty**
 - Determine the process of instruction that must occur in order to provide students with the knowledge necessary to demonstrate mastery
 - All teacher-made or teacher-selected assessments should mirror the format and complexity of the state released test items
- What should you create first?
 - Assessments should be created first – both formative and summative
 - Assessments will help you stay focused on the objective
 - Have state released items on hand to see what is expected of students on the state test
 - Be aware of format and rigor of questions
- What are the components (lesson line components) of a good lesson plan?
 - Bell ringer, warm-up, do now – something to engage students as soon as they enter class – could be state released items or similar problems – needs to be instructionally focused – should mirror the format/rigor of state test
 - Set, hook, focus – engages students – activity, question, event to “grab” students’ attention and “hook” them for the lesson
 - Model – done by the teacher – explicit instruction of what you are teaching – give step by step instructions for skills/tasks such as working a math problem – “teach them” – “show them” – check for understanding (make sure students “get it” before moving on)
 - Recall prior knowledge
 - Lecture
 - Discussion
 - Guided practice – “guide them” – students practice with teacher or peer guidance until they are proficient in the skill
 - Small groups
 - Pairs
 - Individual dry erase boards
 - Problem-based learning
 - Feedback
 - Independent practice – “facilitate their learning” – students work without assistance; teacher monitors but does not help unless students show they are not proficient
 - Intervention – assistance for individuals not performing proficiently – designed for each individual’s needs – designed to improve performance
 - Enrichment – designed to challenge students and to enhance their knowledge

- Closure – a way for students to briefly reflect on learning – “tell them what you taught them” or “they tell you what they learned”
 - Designed to bring a lesson to an appropriate conclusion
 - Help students bring things together in their own mind
 - Make sense of what has been taught
 - Cue students to the fact that they have arrived at an important point in a lesson or the end of a lesson
 - Reinforce major points to be learned – review/clarify key points – tie them together as a whole
- Homework – an assignment that will reinforce the lesson and will give practice as needed
- Accommodations/modifications for students with IEPs – know your students – know how to make allowances for their modifications
- Assessment – used to determine if students grasp the concept – does not have to be formal
- Items to be considered when planning strategies and procedures for the lesson
 - Learning styles – use a learning style inventory at the beginning of the term
 - Higher level of thinking – Bloom’s
 - Differentiated instructional strategies
 - Manipulatives and hands-on activities
 - Students working rather than teacher working
 - Protect instructional time
 - Intervention strategies
 - Enrichment strategies
 - Interdisciplinary connections/strategies
 - Assessment of student learning used to plan further instruction (progress monitoring)