



CREATING A LESSON PLAN



What is a lesson plan?



- A lesson plan is developed by the teacher to guide instruction. **Planning the instruction** is different than **delivering the instruction**.
- Planning is when you look at the curriculum standards and develop lesson content that match those standards.
- Details of the lesson/subject you are planning should be written down to assist the smooth delivery of the content.

What's the topic?

Arizona State Teaching Standards:

www.ade.state.az.us

National Educational Technology
Standards

<http://www.iste.org>

- The first thing to consider is what subject or content you are teaching, and the grade level you are teaching to. This should be developed based upon your state (or school) standards.
- Having your lesson plan correctly aligned with state standards helps to prove its necessity and helps in assuring that your students are being taught what your state requires.



Develop Clear Objectives

- Objectives are **NOT** activities used during your lesson. Objectives are the **learning outcomes** of the activities and are measurable.
- Use verbs from Blooms Taxonomy to write objectives:

“The students will **demonstrate** addition of single digit numbers.”

“The students will **compare** the qualities of solids and liquids.”

Blooms Taxonomy

Level	Type of Activity or Question	Verbs Used for Objectives
Lowest level	Knowledge	define, memorize, repeat, match, record, list, recall, name, relate, collect, label, specify, cite, enumerate, recite, tell, recount
	Comprehension	restate, summarize, differentiate, discuss, describe, recognize, explain, express, identify, locate, report, retell, review, translate, paraphrase
	Application	exhibit, solve, manipulate, interview, simulate, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, calculate, show, experiment
Higher levels	Analysis	interpret, classify, analyze, arrange, differentiate, group, compare, organize, contrast, examine, scrutinize, survey, categorize, dissect, probe, create an inventory, investigate, question, discover, inquire, distinguish, detect, diagram, chart, inspect
	Synthesis	compose, set up, plan, prepare, propose, imagine, produce, hypothesize, invent, incorporate, develop, generalize, design, originate, formulate, predict, arrange, assemble, construct, create
	Evaluation	judge, assess, decide, measure, appraise, estimate, evaluate, rate, deduce, compare, score, value, predict, revise, choose, conclude, recommend, determine, criticize, test

- In 1956, Benjamin Bloom headed a group of educational psychologists to develop classification of levels of intellectual behavior important in learning. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.

<http://www.officeport.com/edu/blooms.htm>)

List the Materials

- Always plan out the lesson by listing and gathering the materials necessary for the lesson. Be specific! By listing the specific materials required, you ensure that you will be prepared once the lesson begins.

Anticipatory Set

- The anticipatory set is the “hook” for your lesson. Get students interested! Relate the lesson to prior experiences, ask questions, put on a show.



“My students were studying exotic animals for science. I began my lesson by activating their prior knowledge- I asked questions about trips to the zoo, animals they saw on tv, etc. What I didn’t tell them is that I had lined up a surprise guest weeks in advance- a mobile zoo keeper who walked in with a menagerie of never before seen animals. The students were hooked! They were more than excited to research the animals that they had just seen up close and personal, and couldn’t stop talking about the visit for weeks!”

-Veronica, 4th grade teacher

Step by Step Procedures



- Step by step procedures should list the relevant actions that the teacher needs to perform in order for the students to reach their objectives. For example:
 1. The students will be divided into groups of two.
 2. The teacher will hand out mini-white boards, markers and a paper towel to each group.
 3. The teacher will say a spelling word. The students will work in their groups to write the word on their board. The students will hold up the board when they think they have the correct spelling.
 4. The team who spelled the word correctly will get a point.

Guided Practice

- It's important to model the activity procedures. Take the students through a “trial run” of what the intended outcomes are to be.

“When my first grade students were learning addition using blocks, I would physically show the group how to move the blocks together. You can't assume the students will grasp what you are telling them – you have to give them a visual example.”- Mike, 1st grade teacher.



•Picture courtesy of Elta Teacher Training.

Independent Practice



- Student's should be given time to practice skills by themselves. This is called **Independent Practice**.
Types of independent practices include, but are not limited to:
 - **Worksheets**
 - **Written reflections**
 - **Question and answer**
 - **Online practice activities**

Closure

- A good idea for closure is to return to your anticipatory set, check for overall understanding, or ask for volunteers to show you what they just learned.



“ I would always close my lesson by bringing the students to the center of the room on the special ‘group’ mat. I would ask them to turn to their neighbors, right and left, and share one thing they just learned from the lesson. Not only did this synthesize the information for the students, it enabled a wind down time for everyone and promoted community building.”

-Mary, 3rd grade teacher

Assessment or Evaluation

- Most lessons should have some sort of evaluation to assess whether or not the objectives are met. The key to a successful assessment is a direct correlation between the objectives and the evaluation.

For example, if your objectives were for the students to add one digit numbers, you would not assess them on adding two digit numbers.

Assessments can include, but are not limited to:

- Pencil and Paper
- Oral Assessment
- Written explanation
- Retelling

Adaptations and Re-teaching



- You should always account for students with learning disabilities and extensions for those who excel. Take into account students individual learning differences.
- If your students didn't achieve the objectives, you may need to re-teach. Always plan on building the students skills- refer back to prior lessons before introducing new skills.

Connections to Other Subjects

- **It's always a good idea to connect your lesson to other subjects. The repetition of topics in different subjects can be extremely helpful in the retention of the content.**