

***Chapter 4:
Developing Unit
and Daily Lesson
Plans***

Chapter 4 Objectives

After completing chapter 4, students should be able to do the following:

1. Describe the four levels of planning.
2. Identify and describe the key components of a unit and daily lesson plan.
3. Differentiate between teacher-centered and student-centered instruction and name various methods associated with each.
4. Explain the importance of daily lesson planning in the learning process.

Chapter 4 Objectives—Continued

5. Operationally define set induction and lesson closure, and explain their importance to effective teaching.
6. Operationally define instructional strategy, and name its two components.
7. Describe the four variables that should be considered in the selection of an appropriate instructional method.
8. Develop a unit plan for a given area within your area of specialization.
9. Develop daily lesson plans for a unit or series of units.

Purposes for Planning

- Permits Teachers to Anticipate Needs for Resources—so materials can be Gathered and Organized.
- Provides a Plan that Directs Classroom Interactions.
- Gives Confidence for New Teachers.
- Enables Lessons to be Coherent and Logical.

Teacher-Student Planning

- Teachers and Students can be **Engaged** in the Planning Process.
- Amount of Teacher-Student Planning Varies:
 - Selecting Class Projects.
 - Choosing Types of Reports.
 - Selection of Outside Readings.
- Involving Students in the Planning Process Enables Teachers to Identify Students':
 - Strengths and Weaknesses.
 - Points of Interest.

Teacher-Student Planning—Continued

Teacher-Student Planning:

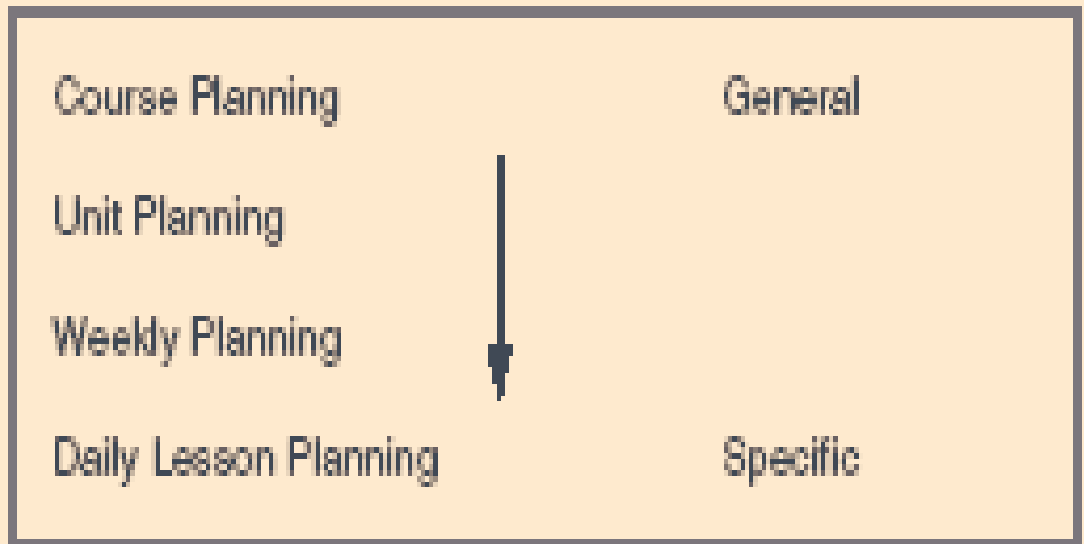
- Promotes **Ownership** of the Curriculum.
- Provides **Insight** for the Teacher—understand whether Students Know the Material **Or** Not.
- Helps Teachers Reallocate Resources to Needed Areas of Instruction.
- Makes Planning and Teacher more Efficient.
- Helps Teachers Meet the Needs of All Students.

Instructional Materials

- **Effective** Planning Allows Teachers to do the following:
 - Survey Available Materials and Media.
 - Technology to Enrich Instruction—Textbooks, Supplementary Reading Materials, DVDs, Software.
 - Preview and Examine Materials Mentioned Above.
 - Select these Materials and Coordinate them with Units and Lessons.
- Utilization of these Materials **Increase** Motivation and Stimulate Learning.

Levels of Planning

Figure 4.1
Levels of Planning



First Level of Planning—Course Planning

- **Course Planning** is the Most General Type of Planning Teachers Utilize.
- **Beginning** Teachers use the following for Course Planning:
 - Textbook—should be supplemented.
 - State Curriculum Suggestions.
 - Supplementary Material.
- **Experienced** Teachers use the following for Course Planning:
 - Experience—the Major Source of their Work.
 - Textbooks.
 - State-Curriculum Suggestions.

Second Level of Planning—Unit Planning

- Courses are Divided into a Sequence of Manageable Units called Units.
- Units Divide the Year's Work into **Discrete** Segments of Study.
- Each Unit is Organized around a Specific Theme/a Cluster of Related Concepts.
- The Unit Contains many Related Learning Activities and Experiences.
- Examples of Units might be Plants/Community Helpers.
- Unit Planning links the Following **Critical** Elements of Instruction:
 - Goals and Objectives.
 - Content and Activities.
 - Evaluation.

Unit Planning—Continued

Unit Planning has the following Components:

- 1. Topic**—Derived from Course Outline, Textbook/State-Curriculum Guide.
- 2. Goals and Objectives**—Listed Learning Intentions/Goals.
- 3. Content Outline**--Outline of Material to be Covered.
- 4. Learning Activities**--Teacher and Student Activities Arranged in a Series of Daily Lessons leading to Learning Outcomes.
- 5. Resources and Materials**--Materials to be used for the Unit.
- 6. Evaluation**—the Procedure to Assess and Evaluate Learning.

Unit Planning—Continued

- Units **Vary** in Length Depending on Grade Level and Focus.
- Many Schools Now Utilize **Thematic** Units.
- Thematic Units are Effective because:
 - Offers Teaching Teams Useful, Logical and Flexible Way of Organizing Interdisciplinary/Cross Curricular Teaching Over a Block of Time.
 - Plan that Provides Instruction that is Relevant, Less Fragmented and Stimulating.

Unit Planning—Continued

- Themes can be **Global/Specific** in Content.
- Specific Themes might be: Realistic Fiction, Folklore, or Science Fiction.
- Global Themes might be: Conflict, Terrorism or Climate.
- Unit Planning w/Teacher Teams Permits Teachers of Different Disciplines—Science, Social Studies, Art and Language Arts—to Share Insights and Connections for Instruction.
- Instruction Becomes Stimulating and Coherent.

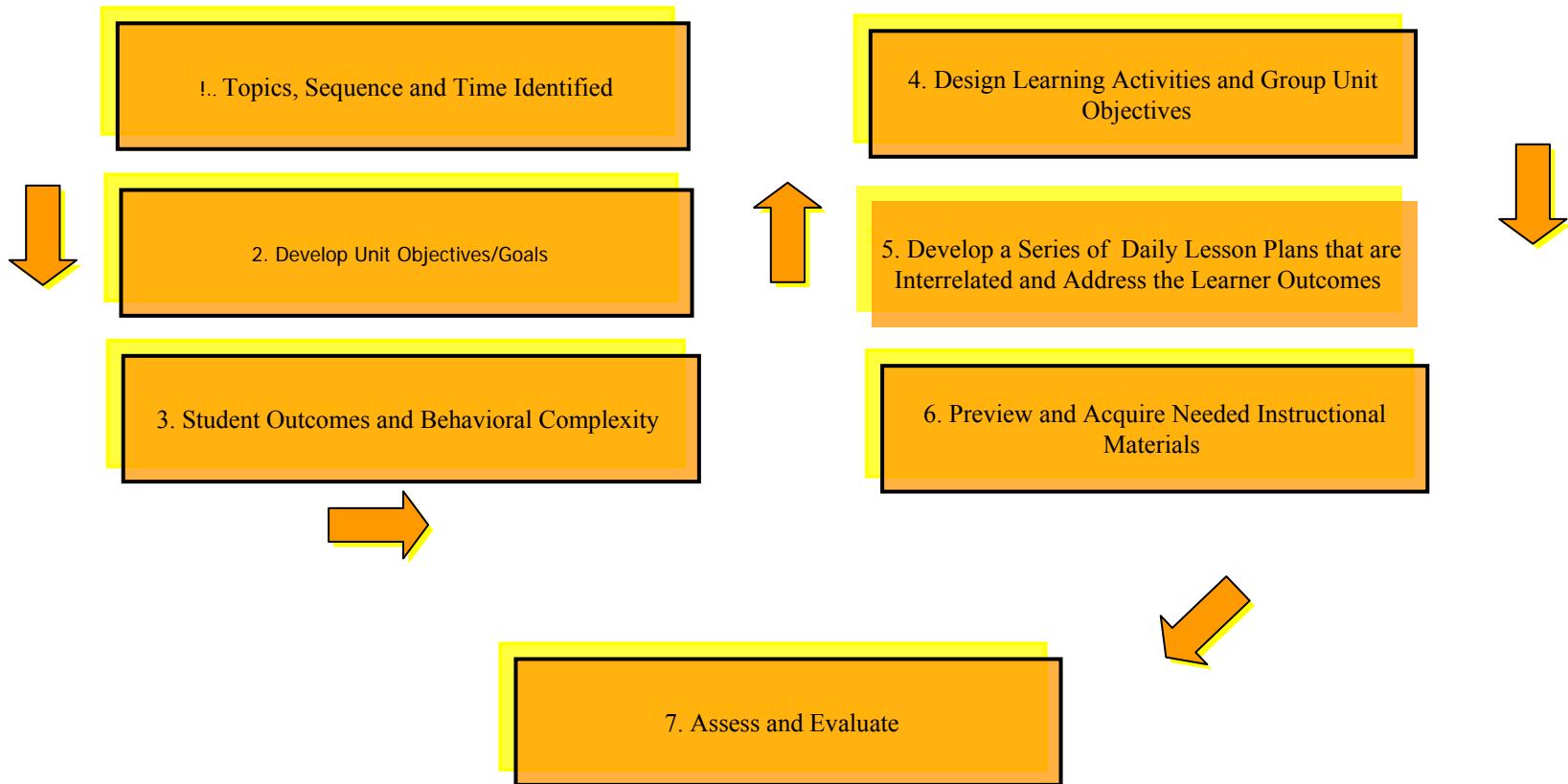
Unit Planning—Continued

- Sources for Ideas for Constructing Unit Plans are as follows:
 - **State**-Curriculum and **School** District Guides—Explicitly Mandated Objectives and Goals to be Covered.
 - Course Textbooks—Offer Clues/Ideas But Teachers Must Ensure that the Goals and Objectives of the Unit are Met by using Other Related Resources.

Unit Planning—Continued

- Mandated Curriculum is Presented in Terms of Minimum Competencies, therefore Teachers must still:
 - Plan Additional Units to Reach their Goals.
 - Plan the Sequence, Present the Content and Test the Outcomes.

Steps in Unit Planning



Third Level of Planning—Weekly Planning

Weekly Plans:

- Watered-Down Copies of the Week’s Daily Lesson Plans.
- It Appears Usually on **Special** Form Provided by the School.
- Format Varies from School to School.
- Facilitates Daily Instruction by Maintaining the Focus for the Teacher.

Fourth Level of Planning—Daily Lesson Planning

Daily **Lesson Plan Considerations** are as follows:

1. **Detailed** and Specific.
2. Defines the Objectives and Class Activities for **One Day**.
3. Derived from the **Unit Plan**.
4. Reflects Individual Needs, Strengths, and Interests of the **Teacher** and **Students**.
5. Might have to be **Modified/Adjusted** During its Implementation
6. Teachers should have Alternatives when a Daily Lesson needs to be Modified during its Use.
7. Does Not Ensure Success—Delivery is also Important.

Post-Lesson Evaluation

- Student Evaluation should be an **Integral** Part of Lessons Taught.
- Purpose of Evaluations: Determine the Degree which Learners have Attained the Lesson's Outcomes.
- Evaluations Vary in Specificity and Level of Formality.
- Evaluation Information can come from: Answers to Questions, Student-Group Work, Individual Seatwork/Class Activities and quizzes or tests.
- Evaluations help Teachers **Differentiate** Instruction.
 - Students who have Not Mastered Material can be Re-taught.
 - Students who Mastered Material can receive Enrichment. Activities during the Re-teaching Phase.

Lesson Plan Formats—Number 1

- **Jacobson, Eggen and Kauchak (1989)** suggest the following Lesson Plan Format:
 1. **Objectives**—the Intent of the Lesson from Unit Plan.
 2. **Introduction** (*Set Induction*)—an Activity to Obtain Attention of the Learners.
 3. **Content**—Outline of Content of Lesson.
 4. **Methods & Procedures**—Listing of Developmental Activities taken from Unit Plan.
 5. **Closure**—Wrap-up Activity.
 6. **Resources & Materials**—List of Materials for the Lesson.
 7. **Evaluation Procedure**—Activity/Technique to Determine if Students Learned the Intended Outcome.
 8. **Assignment**—In-Class/Homework Assignment to be Completed for the Next Class Period.

Lesson Plan Formats—Number 2

- **Madeline Hunter's (1980) Lesson Plan Format—Detailed and Specific Suitable for **Teacher-Centered Lessons**:**
 1. **Anticipatory Set**—Prompts Students to Focus before Lesson Begins.
 2. **Objective and Purpose**—Teacher Informs Students of the Lesson's Focus and how it will be Use.
 3. **Input**—New Knowledge, Processes/Skills that will be Learned.
 4. **Modeling**—Examples used to Teach the Lesson's Content/Intent.
 5. **Checking for Understanding**—Method to Determine whether Students Understand the Lesson Intent that Occurs during Modeling/Student-Guided Activity.
 6. **Guided Practice**—Students Practice New Learning under Teacher Supervision.
 7. **Independent Practice**—Unsupervised Practice in Class of New Learning.

Lesson Plan Formats—Number 3

- Used for **Small-Group Instruction** and Student-Centered:
 1. **Objectives**—Lesson Intent/Students be able to do.
 2. **Initial Focus** (*Set Induction*)—Teacher Directed Activity to Obtain Students' Attention.
 3. **Major Task**—Teacher-Directed Presentation of Task w/directions and Available Options.
 4. **Group Activity**—Task Assigned to Students Utilizing New Learning.
 5. **Debriefing**—Teacher and Student Reflect on What Worked and Did Not Work.
 6. **Resources and Materials**—List of Materials Needed. Practice New Learning under Teacher Supervision.
 7. **Evaluation**—Formal and Informal Techniques to determine whether Students have Learned the New Material.

Lesson Plan Formats—Number 4

- This format is Utilized for the **Backward Design Approach to Instruction**—Goals of Lesson are Articulated Right at the Beginning:
 1. **Enduring Understanding (s)**—Essentials Knowledge and Sills.
 2. **Essential Questions**—Related Questions that Cover the Enduring Understanding (s) and guide/focus teaching/learning.
 3. **Assessment/Acceptable Evidence**—how Students will Demonstrate that they Understand the New Learning.
 4. **Strategies/Best Practices used to Explicitly Teach Understandings**—Teaching/Learning Experiences that Equip Students & Demonstrate the Understandings Designed to Obtain Student Attention & Interest.
 5. **Resources and Material**—List of Materials Needed to Accomplish tasks.

Nine Examples
Of Lesson Plan
Formats Follow

Number 1—Outline of Key Question/Discussion Lesson Plan Format

Figure 4.3
Outline of Key
Questions/Discussion
Lesson Plan Format

1. Unit Topic: _____
2. Objectives: _____

3. Set Induction: _____

4. Procedures for Discussion: _____

5. Key Questions _____
 - A. _____
Possible Answers: _____

Summary: _____

 - B. _____
Possible Answers: _____

Summary: _____

Number 1—Continued

Figure 4.3
(Continued)

C. _____

Possible Answers: _____

Summary: _____

6. Conclusions: _____

7. Closure: _____

8. Evaluation: _____

9. Assignment: _____

Number 2—Outline of Inquiry and Problem Solving Lesson Plan Format

Figure 4.4
Outline of Inquiry and
Problem-Solving
Lesson Plan Format

1. Lesson Topic: _____

2. Objectives: _____

3. Set Induction: _____

4. Procedures or Steps

A. Problem Identification: _____

B. Data Collection: _____

C. Formulation of Hypotheses or Assumptions: _____

D. Analysis of Data or Materials: _____

E. Testing Hypotheses or Assumptions: _____

F. Conclusion or Judgment: _____

5. Closure: _____

6. Evaluation: _____

7. Assignment: _____

Number 3—Concept Attainment Lesson Plan

Figure 4.5
Concept Attainment
Lesson Plan

Your Name: _____ Grade Level: (circle one) K 1 2 3 4 5 6

Subject: (circle one) Language Arts Social Studies Mathematics Science

Lesson Title: _____

Materials Needed: _____

Prerequisite Skills: _____

Lesson Objective(s): _____

Concept Label: _____

Critical Attributes: [yes] Non-Critical Attributes: [no]

A feature of a certain concept that distinguishes it from other concepts Features found in some but not all members of a category

Definition of Concept

1. Present objectives: (What are students going to learn?) *Time:* _____
2. Provide examples and nonexamples to the class: (Input/modeling) *Time:* _____
3. Test for attainment: (Do the students understand the concept?) *Time:* _____
4. Analyze student thinking processes and integration of learning: (Are they able to provide additional examples and nonexamples?) *Time:* _____
5. Assessment/closure: (How do you evaluate student progress or provide closure for this lesson?) *Time:* _____
6. Adaptation for students who need extra help, time, or attention?
AND
Extension for students of high ability? *Time:* _____

TOTAL LESSON TIME: _____

References Consulted (Curriculum books, teacher resources, websites, etc): _____

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Number 4—Cooperative Learning Lesson Plan

Figure 4.6
Cooperative Learning
Lesson Plan

Your Name: _____ Grade Level: (circle one) K 1 2 3 4 5 6

Subject: (circle one) Language Arts Social Studies Mathematics Science

Lesson Title: _____

Materials Needed: _____

Prerequisite Skills: _____

Lesson Objective(s):
a. Academic
b. Social

Cooperative Learning Grouping Structure

1. Present objectives: (What are students going to learn?) *Time:* _____

2. Present information for the academic goal: *Time:* _____

3. Organize students into learning teams: *Time:* _____
(What is the social goal?)
(How will you organize the groups?)
(What group roles will you have?)

4. Assist team work and study: *Time:* _____
(How will you monitor progress of the academic and the social goals?)

5. Provide recognition: *Time:* _____
(How will students know they have met both academic and social goals?)

6. Assessment/closure: *Time:* _____
(How do you evaluate student progress or end this lesson?)

7. Adaptation for students who need extra help, time, or attention?
AND
Extension for students of high ability? *Time:* _____

TOTAL LESSON TIME: _____

References Consulted (Curriculum books, teacher resources, websites, etc): _____

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Number 5—Direct Instruction

Figure 4.7
Direct Instruction
Lesson Plan

Your Name: _____ Grade Level: (circle one) K 1 2 3 4 5 6

Subject: (circle one) Language Arts Social Studies Mathematics Science

Lesson Title: _____

Materials Needed: _____

Prerequisite Skills: _____

Lesson Objective:

1. Provide objectives: (What are students going to learn?) *Time:* _____
2. Demonstrate knowledge or skill: (Input/modeling by the teacher) *Time:* _____
3. Provide guided practice: (Guided practice with the teacher) *Time:* _____
4. Check for understanding and provide student feedback: (How will you know students understand the skill or concept? How will they know they "get it"?) *Time:* _____
5. Provide extended practice and transfer: (Independent practice of the skill) *Time:* _____
6. Assessment/closure: (How do you evaluate student progress or provide closure to this lesson?) *Time:* _____
7. Adaptation for students who need extra help, time, or attention?
AND
Extension for students of high ability? *Time:* _____

TOTAL LESSON TIME: _____

References Consulted (Curriculum books, teacher resources, websites, etc): _____

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Number 6—Creativity Lesson Plan

Figure 4.8
Creativity Lesson Plan

Topic: Creating a School

Objectives:

The students will be able to:

1. Give examples of the special features of different secondary schools.
2. Apply terms associated with secondary schools to an original student project.

Introduction (Set Induction):

Spend 10 minutes using pictures to review various secondary school terms. Students create a glossary of important secondary school terms in the form of a three-column chart giving terms (e.g., curriculum, hidden curriculum, extracurricular activities, administration, scheduling, minicourses, flexible scheduling, modules, learning centers, staff, discipline, and school district), definitions, and examples (e.g., the principal is an administrator).

Content: None

Procedure:

1. Divide class into groups of four or five. Group members are to work cooperatively on planning and drawing an imaginary secondary school.
2. Students are to give their school a name and decide on its main function (prepare students for the workforce, college, or vocational school).
3. Each school should feature a curriculum, disciplinary process, class time scheduling, administration setup, and so forth.
4. Students are to decide on other special features of their school (music programs, sports, busing of students, clubs, etc.).

Closure:

Each group presents its proposed secondary school. The class will discuss the drawbacks and advantages of each group's presented proposal.

Materials:

School pictures, textbooks, glossary, large pieces of drawing paper or poster paper, felt pens or markers

Evaluation:

Observe student participation as they work on assigned project. Check each group's imaginary secondary school and its main function.

Assignment:

Outline problems that must be overcome to implement the secondary school that your group created. Be prepared to discuss the identified problems in class.

Number 7—A Sample Language Arts Lesson

Figure 4.9
A Sample Language
Arts Lesson

Topic: The Elements of Story Writing

Objectives:

Given a picture stimulus, students will be able to write a short fiction story that contains the needed elements for a short story.

Introduction (Set Induction):

Read aloud a short fiction story that will be of interest to the class. (*Jumping Mouse*, a short myth, demonstrates the elements in an interesting but condensed form.)

Content:

The Elements of a Short Story

- I. Short Story Beginnings
 - A. Describe the setting
 - B. Introduce the main character
 - C. Introduce the plot (problem or goal the main character attempts to solve or achieve)
- II. Middle Story Elements
 - A. First Roadblock (character's attempt to reach goal)
 - B. Second Roadblock
 - C. Climax of Story (character reaches goal)
- III. Story Endings
 - A. Make conclusions
 - B. Wrap up any loose ends

Procedure:

1. After the oral reading, ask students to explain when and how the author introduced the main character.
2. Discuss the promptness that authors use to introduce the main character, setting, and plot in short stories. Record responses on the chalkboard using the bell-shaped curve to portray the elements of short stories. (Bell curve not shown here.)
3. At this point, ask students to summarize the elements needed in a short story's beginning. (They should be able to identify introduction of the main character, description of the story setting, and introduction of the story's plot.) It is important to convey to students that the order in which the elements are introduced is not important; but rather, that the inclusion of these elements is a crucial feature of the short story.
4. Next, ask students to recall the first roadblock (or difficulty the main character had in attempting to reach the intended goal). Record response on bell curve and stress that the middle of a story includes the majority of the story—including the story's climax.
5. As students recall the roadblocks presented in the short book, continue to record these on the bell-shaped curve to demonstrate the rising tension presented in the story.
6. Ask students to describe how the main character finally confronted and solved the problem presented in the introduction of the story. Explain that this element is called the climax of the story. The climax should be placed at the top of the bell-shaped curve to demonstrate it as the peak of the story.
7. Ask students to summarize the elements that constitute the middle parts of a short story. (The bell-shaped curve on the chalkboard should reveal that the middle story elements are composed of roadblocks in the main character's attempt to reach a goal, and the climax or the reaching of that goal is at the peak of the bell curve.)
8. Finally, ask students to talk about the brevity the author uses to end the story once the main character has reached his or her goal. (Again, this is demonstrated by the falling line of the bell curve drawing on the board.)

Number 7—Continued

Figure 4.9
(Continued)

Closure:

Ask students to make an outline of the elements of a short story using the information presented on the bell-shaped curve.

Evaluation:

Answers to questions during class discussions. Check students' outline of short story as work is being completed.

Assignment:

Let each student choose a picture from a magazine and instruct them to use the outline for short stories as a guide to write a short story about the picture selected.

Number 8—Sample Small-Group Strategy Lesson Plan

Figure 4.10
Sample Small-Group
Strategy Lesson Plan

Topic: Classifying Information

Objective:

At the completion of this lesson, the student will be able to classify information into groups on the basis of similar or common attributes.

Initial Focus:

Why should we learn to classify information into categories or groups? Discuss at least three reasons for classifying information.

Major Task:

Skim text (pages 107–121) for important ideas or items that might be classified. Agree on categories (groups or labels) that could be used to classify text information. Choose three unused practice items in the text and have individual students label the items accordingly. Ask individual students to share their label with the class to ensure understanding. Form groups of three. Instruct the groups to classify the items listed below, in at least two ways.

Items: Wichita, chair, Dallas, Denver, mule, Boston, horse, New York, house, Chicago, deer, bed, picture, Lincoln, elephant, and Oklahoma City

Group:

Students work on classification activity. Each group will produce two schemes. Schemes are to be recorded on transparency film.

Debriefing:

Each group will present their two classification schemes to the class. Class will react and make recommendations.

Resources and Materials:

Textbook, transparency film (two sheets per group), transparency pen (one per group), and classification item list

Evaluation:

Check for students' ability to classify practice items during major task phase of lesson, participation in group activity, and appropriateness of the two classification schemes by each group.

Number 9—Sample Key Question/Discussion Lesson Plan

Figure 4.11
Sample Key
Question/Discussion
Lesson Plan

Topic: A Cashless Society

Objectives:

The students will:

1. Explain their feelings about the effects of Electronic Funds Transfer systems (EFT) on society.
2. Participate in group discussion and decision making.

Set Induction:

Money isn't going to be needed in the future. You will have no use for cash in everyday life.

Procedure for Discussion:

Question will be presented to the class for discussion. Responses will be recorded on board. A summary of the responses will be made.

Key question 1: What effect will a cashless society have on daily life?

Possible answers: Computers will deal with money. Everyone will use checks and/or credit cards. Vending machines will change. Some types of crime will decrease while other types will increase.

Summary: We will have to change surprisingly little to become a cashless society.

Key question 2: How do you think Electronic Funds Transfer systems (EFT) will change consumer behavior?

Possible answers: Problems with budgeting money may result. Buying by television, the Internet, catalog, and telephone will increase. People will be less concerned about prices and money.

Summary: Electronic Funds Transfer systems (EFT) will create many problems in society.

Key question 3: Where do you think Electronic Funds Transfer systems (EFT) will have the greatest impact?

Possible answers: More checking accounts will be opened. Banks will issue more credit cards. All stores will take checks and credit cards. Prices will increase because of bad checks and fraud.

Summary: Bank and consumer interaction will increase, as will the incidence of some types of crime.

Conclusions:

A cashless society would have positive and negative effects on society. An Electronic Funds Transfer system (EFT) likely would lead to less individual privacy and more control over people and their daily lives.

Closure:

Review responses recorded on board. Ask pertinent questions regarding recorded responses.

Evaluation:

Consider students' participation in discussion and decision making. Also evaluate question-and-answer sequences.

Assignment:

Keep track of the number of times and the type of transaction in which cash is needed in a 24-hour period. What effect would an Electronic Funds Transfer system (EFT) have on your life?

Team Planning

Team Planning is Important because of the following reasons:

1. Reduces Duplication and Supports the Connectedness of Several Disciplines.
2. Fosters the Development of Reading and Writing Assignments could be Planned that could Enhance Student Understanding of Topics.
3. Allows Teachers to Plan for a Common Group of Students
4. Facilitates Effective Teaching.
5. Engages Teachers in Critical Thinking and Analysis.
6. Facilitates the Creation of Effective Evaluation Procedures.
7. Enables Teachers to better Differentiate Instruction.

Teaching Special Education

- Teachers Must **Differentiate** Assignments, Modify their Plans, and Vary the Type of Work Students do to Meet the Needs of this Population.
- Planning **Guidelines** are as follows:
 - Gather Information about the Exceptional Student’s Differences and how it might Affect Learning.
 - Seek out help from District Special Education/Resource Experts.
 - Obtain Equipment that will help these Students Function at an Optimal Level.
 - Adapt Curriculum, Teaching and Instructional Strategies.
 - Ensure that Barriers—both Physical & Psychological—are Removed to Facilitate Learning and Movement.

Teaching Gifted and Talented Students

Characteristics of *G/T Children* are as follows:

1. Advanced Intellect—learn quickly.
2. High Verbal Skills—communicates effectively.
3. Keen Power of Concentration—Time-on- Task is High.
4. Atypical Response Behavior—may be more Sensitive/Creative than Peers.
5. High Performance Ability—Across many Domains.

Teaching Strategies for G/T Students

1. **Differentiate Instruction** to meet their Needs.
2. **Vary Instruction** and Grouping Strategies.
3. **Varied Questioning**—especially the Use of Higher Levels of Questioning.
4. **Compact** the Curriculum.
5. **Accelerate** Pace and Content of Instruction.
6. **Independent** Study/Research.
7. Utilize **Tired Instruction**—Utilize Learning Materials at Different Levels.
8. Utilize **Interest Centers**.
9. Apprenticeships.
10. Teacher Must **Advocate** for these Students—Expansion of Program, more Resources and Funding.

Lesson Plan Structure

- **Set Induction**

- Outset of Lesson.
- Gets Students' **Undivided Attention**.
- Arouses Interest.
- Establishes a **Conceptual** Framework for the Lesson.
- Pose a Perplexing Story.
- Share a Story.
- Be Creative.
- Use Suspense.
- Use Models, Diagrams/Pictures.
- Utilize Stimulating Questions.

Cognitive Set

Lesson Plan Structure—Continued

- Techniques to **Get Quiet** are as follows:
 - Stand Quietly.
 - Talk using a Low Tone.
 - Flick Lights on and Off.
- Importance of **Advance Organizers**—Ausabel (1963):
 - Teacher’s Introductory Remarks.
 - Could be Based on Students’ Interests.
 - Sets the Stage for Learning.
 - Makes Explicit what is Expected from Students (Frame of Reference of *What to Look for*).
 - Generalizations, Definitions/Analogies.
 - Background Information.
 - Conceptual Bridge.

Strategies and Procedures

- Effective Lessons Consist of:
 - Content to be Taught.
 - Instructional Strategy Employed in Teaching It.
- Instructional Strategy is the Global Plan for Teaching the Lesson.
- The Instructional Strategy Consists of:
 - { – Methodology. }
 - { – Lesson Procedure. }**Overall Plan for the Lesson**

Strategies and Procedures—Continued

- Methodology:
 - Acts like a Student Motivator.
 - Sets the Tone for the Lesson.
- It Consists of:
 - Planned Patterned Behaviors.
 - Definite Steps Teaches uses to Influence Learning.
 - It should Capture and Hold Students' Attention.
 - It should Engage them in the Lesson.

Overview of a Lesson Plan

- Lesson Procedures:
 - Sequence of Steps/Activities Teacher and Students use to Achiever the Lesson Objectives.
 - Leads Students to the Acquisition of the Learning Objectives.
- An Example using a Lesson on *Atomic Energy*:
 - Present a Short Introductory Lecture on Atomic Energy.
 - Show a Film on Splitting the Atom.
 - Conduct a Summary Discussion on the Content of the Film.
 - Conduct a Question-and-Answer Session on Major Points Covered in the Lecture and in the Film.

Parts of a Lesson Plan—Student Practice

- **Student Practice Types:**
 - Guided Practice—with the Help and Encouragement of the Teacher.
 - Independent Practice—without the Help and Encouragement of the Teacher.
- **Guided Practice:**
 - Could be Oral.
 - Geared for Group Participation OR
 - Geared for Group Creation of a Product/Ideas.
 - It is a Safety Net Allowing Students the Opportunity to Try a New Concept under the Guidance of a Teacher.

Parts of a Lesson Plan—Student Practice— Continued

- **Guided Practice—Continued:**
 - Teachers Can Determine whether Concept (s) have been Understood and Internalized.
 - Teachers can Immediately Reteach Students who Experience Trouble Understanding the New Concepts—Immediacy is more Effective than Returning to the Concept Later.
 - Peer Groups can Facilitate Reteaching by Restating the Concepts in the Students' Language.
- **Independent Practice** Occurs Only when the Teacher is Sure that Students Fully Understand the Concept (s).

Parts of a Lesson Plan—Student Practice and Assessment and Evaluation

- **Independent Practice:**
 - Generally Creative Homework Assignments that Explore the Concept (s) in Depth:
 - **Examples:** Interview Experts, Model Building, drawing, map making.
- **Assessment and Evaluation:**
 - Determines whether Students Learned the Material.
 - Well Written **Objectives** Facilitate the Development of Evaluation and Assessment.
 - Determine if Reteaching is Necessary.

Methodology Selection

- **Two Types of Methods** for Teaching are:

1. Teacher-Centered



- Passive
- Listen
- Lecture
- Textbook

- Active
- Engaged
- Hands-On

2. Student-Centered



- **Learning Occurs**
- **Lesson Plans**
- **Teachers & Students Involved**

Methodology Selection—Continued

Method **Selection Depends** on the following:

- Teaching Experience and Preference.
- Type of Lesson Procedures Employed.
- Content and Objectives of the Lesson.
- Teacher Characteristics—Personality and Comfort Level.
- Learner Characteristics—Maturity Level, Learning Styles, Interests, Academic Ability.
- Learning Environment—materials, space available.
- Teacher Domain Emphasized—Cognitive, Affective or Psychomotor.
- Time—what time of the day it is.
- Weather—think late spring versus a cozy winter day.

Methodology Selection—Continued

- **Time Spent** for Each Approach Depends on the following Issues:
 - Subject being Taught.
 - Grade Level of Students.
 - Time Available for Instruction.
 - Materials Available.
 - Philosophy of School and Teacher.
- Effective Teacher **Combine** the Elements of both Approaches where Possible.

Procedure Selection

- **Lesson Procedure:**
 - Outline/Model of Instruction.
 - Facilitates the Implementation of the Lesson.
 - It has two forms: Teacher-Centered and Student-Centered
 - Lesson Must be well Structured.
 - It must Keep Student Interested and Motivated.
- Techniques to **Maintain Motivation** and **Interest** are as follows:
 - Engage Students in Active Learning.
 - Use Relevant Content.
 - Be Enthusiastic about Teaching—show your Passion.
 - Challenge Students Appropriately.
 - Make Explicit your Expectations for Learning.
 - Incorporate Students’ Interests, Ideas, Suggestions, and Opinions into Lessons.

Closure

Closure Activity:

- Could Take Place at the End of a Lesson/During Course of a Lesson to **Check for Understanding** before Preceding to the Next Part of the Lesson.
- Designed to Help Students Organize New Material w/Itself and Other Lessons.
- Show the Relationship Among the Major Ideas.
- Tie Together the Parts of the Lesson.

Closure—Continued

- Closure Activities are **Appropriate** for the following Situations:
 - Following a Film, CD, Play, or TV Program.
 - Summarizing the Presentation of a Guest Speaker.
 - Closing a Group Discussion.
 - Consolidating Learning of a New Concept.
 - End a Science Experiment.
 - Concluding a Long Unit of Study.

Closure—Continued

- **Methods of Providing Closure** are as follows:
 - Relate Learned Material Back to the General Theme.
 - Cueing—*Leading the Witness*—Filling in an Outline
 - Using Summary Questions.
 - Structured Statements that Relate New and Previously Learned Material—*Can we relate this example to examples we have studied in the past?*
 - Students Demonstrate/Apply what they have Learned—*Let's do this oral exercise together.*
- Remember **All** Students Should Achieve Closure before Preceding to the Next Lesson.

Lesson Planning for Everyday Usage

Experienced Teachers	Beginning/Pre-Service Teachers
<p>1. Objectives Play a Small Part in Initial Planning.</p>	<p>1. Plan Extensively.</p>
<p>2. Focus on Content & Specific Instructional Activities.</p>	<p>2. Include the following in Planning: Objectives, Subject Matter, Materials, Strategies & Methods and Evaluation.</p>
<p>3. Plan Not Written Down—in their Minds.</p>	<p>3. Plans Written and Referred to during Lessons.</p>
<p>4. Use Incidental Planning.</p>	<p>4. Modify the Amount/Content of Planning as Experience is Acquired.</p>
<p>5. Plan for Every Free Thinking Moment of the Day.</p>	<p>5. Plan for Every Free Thinking Moment of the Day.</p>

Reflective Teaching

- **Reflective Teaching**—Cruickshank (1987):
 - Look Back/Examine Your Teaching.
 - Examine Student Satisfaction.
 - Consider whether Students were Actively Engaged in the Lesson (s).
 - Change Teaching Strategies Accordingly.
- **Reflective Teachers:**
 - Formulate their Own Rules, Principles and Philosophies that Lead to Better Practices/Effectiveness.
 - Become Better Decision Makers.
 - Better Planners.
 - Effective Teachers.

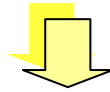
Lesson Plan Structure Concepts

TABLE 4.4 Lesson Plan Structure Concepts

Component	Description
Set Induction	Activity at outset of a lesson to get students' undivided attention, to arouse their interest, and to establish a conceptual framework.
Instructional Strategy	The methodology and procedure. It is the global plan of a lesson.
Methodology	Planned patterned behaviors that are definite steps by which the teacher influences learning.
Procedure	Sequence of steps designed to lead students to the acquisition of the desired learning.
Closure	An activity designed to pull a lesson together and bring it to a logical conclusion.

Reflection

Write 3 **Small** Ideas from the Chapter



1. _____
2. _____
3. _____



One **Big** Idea from the Chapter: _____

The End!