

Lesson Planning

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What is the purpose of lesson planning?

- According to Domain 3 (Planning for Active Learning) of the Common Core of Teaching:
 - *Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.*

Why Do We Create Lesson Plans?

- Teachers create lesson plans to serve as guides in helping students achieve intended learning outcomes.
- **The lesson plan describes:**
 - (1) what the teacher expects the student to know, understand and be able to do
 - (2) how the student will be engaged in the learning
 - (3) what evidence the teacher will accept that the student has demonstrated mastery of the identified knowledge, skills and concepts noted.

Why Do We Create Lesson Plans?

- A key component to developing a quality lesson plan is specificity. A well-written lesson plan contains a set of elements that are descriptive in process.

Why Are Lesson Plans Reviewed?

- Lesson plans are reviewed to ensure that the teacher has a definite goal for teaching the class.
- They are used as a guide to understand the teachers strategies for implementing lessons.

Lesson Planning

- Lesson plans should include lessons that teach skills and strategies that students will use to complete their interdisciplinary project.
- Lesson plans should address the individual needs of students.
- They are to be emailed every Monday to Ms. Ruddock.

Lesson Plans

- Lesson plans are given feedback using a rubric.
- Components of lesson plans:
 - Outline
 - Objectives
 - Activities
 - Differentiation
 - Social Justice and Learner Expectation
 - Assessments

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OUTLINE

- The outline of your lesson plans should provide an outline for each activity.
- It should also provide a clear, but brief description of the activity or describe or reference a text or curriculum document from which the activity was taken from.

EXAMPLE: OUTLINE

Teacher:

First Grade Lesson Plan Outline- Humanities

Week of: January 17 – January 20

Unit Title: What groups do I belong to? What groups do people think I belong to?

Learner Expectation: Problem Solver

Read Aloud: Whole Class (Monday – Thursday)
Sessions 5-7

Student Learning Objective: Identify examples of imagery, alliteration, and onomatopoeia in the text.

Essential Question: How does the author make the story come alive?

Guided Instruction Reading (30 minutes)

After administering and analyzing the DRA scores, students have been split up into three guided reading groups based on their instructional level. I will be using the Fountas and Pinnell leveled books for instruction. The books will focus on elements of our social justice project for quint 4 – health and wellness, how to remain healthy, and occupations pertaining to health.

Learning Center 1: Computer Station (30 minutes)
Students will work on Waterford.

Learning Center 2: Writing Center (15 minutes)

Students will complete read aloud-independent activity:

- **Tuesday:** SWBAT identify and describe the setting of the story using details a.e.b. the setting quilt.
 - Students will be given a white square of paper in which they will have to draw a picture of the setting of the story. In each corner of the square students will be instructed to write words that describe what they smell, touch, hear and see in the setting.

Differentiation: For struggling students, the words smell, touch, hear and see will be written in each corner of the square piece of paper. Additionally, a picture of the Amazon Rainforest will be provided at the table.

- **Wednesday:** SWBAT understand how the author makes the story come alive by producing examples of imagery a.e.b. the imagery sheet.
 - Students will be instructed to pick a sentence from the story in which they felt was a great example of imagery and enable them to visualize the story. After they pick the sentence, students will draw a picture of what they visualized.

OBJECTIVES:

- Objectives should be written using the statement “Students will be able to (SWBAT) followed by a verb from Blooms Taxonomy (i.e. distinguish, sort, predict, interpret,) and include the statement “as evidenced by” [the assessment that determines whether students met the objective].
- The objective should also be accompanied by the measureable goal students should meet to accomplish the objective.

EXAMPLE: OBJECTIVES

- SWBAT sort and classify a group of rocks and minerals using observational skills a.e.b. completing graphic organizer using visual, textual, and other physical qualities completed with at least 80% accuracy. (3.3)
- SWBAT distinguish between rock and mineral a.e.b. written observations of the visual characteristics and conclusions for each sample. (3.3)

EXAMPLE: OBJECTIVES

- Students will be able to identify supporting details of a text, explain why certain details are included in a text and explain the theme of the story as evidenced by the George Crum read and respond an Essential Task.
- Students will be able to determine the meaning of words and phrases as they are used in a text, as evidenced by the completion of the Word Wide Web.

ACTIVITIES

- A variety of group settings should be utilized throughout the week in flexible and creative ways.
- Example: *Whole class? Small groups? Leveled groups? If yes, leveled by what? Mixed ability groups? Pairs/partners? Cooperative? Independent? Teacher guided?*
- There should be a variety of supports used to facilitate the various groupings.

EXAMPLE: ACTIVITIES

Activity: Condensation Lab

- 1.) Students will watch a brain pop video.
- 2.) They will complete an inquiry lab (see packet).
- 3.) Students will record observations and write conclusions in lab packet.
4. Discussion using the following guiding questions:

EXAMPLE: ACTIVITIES

- 1.) Discuss facial expressions and body language of the characters in the story and ask students what feeling they think is being expressed prior to reading each page.
- 2.) Brainstorm a list of feelings from the story and have some students pantomime particular feelings.
- 3.) Use scenario cards to have volunteers come up and act out different actions and classmates will guess the feeling.
- 4.) Explain to the students that we will be creating paper plate feeling masks. Model for the students how to make a paper plate feeling mask.

DIFFERENTIATION

- Your whole class activities and learning centers should have materials to address the variety of learners (Tier I, Tier II, and Tier III).
- There should be evidence of multi-modality approach to instruction.

EXAMPLE: DIFFERENTIATION

- Students will be given graph paper and place value blocks to help visualize multiplication strategies based on their individual needs during the unit.
- For the charts/organizers, teacher will provide partially completed sections of activity for ELL students and Special Education students, depending on need.

EXAMPLE: DIFFERENTIATION

- Provide pictograms/videos and non-linguistic representations to students prior to lesson to acquaint with new vocab and build connections to real-life examples.
- Use Exit Slip/Quick Check as means of continually monitoring the needs of students requiring accommodations

EXAMPLE: DIFFERENTIATION

- Students will have an opportunity to extend their learning of traditional tales by creating their own (including the three elements of traditional tales: Ending, Teaching a lesson and Family life, into their stories).

SOCIAL JUSTICE AND LEARNER EXPECTATION

- The social justice and learner expectation themes for the Quint should be integrated throughout activities.
- The activities should show progress toward the interdisciplinary project.

EXAMPLE: SOCIAL JUSTICE AND LEARNER EXPECTATION

- **Learner Expectation:** Empathetic Citizen
- **Objective:** Students will be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers a.e.b. their responses to the open-ended question about child labor.
- **Activity:** Students will read two articles: *Young Migrant Workers Toil in U.S. Fields, Too Young to Work*, about child laborers on a farm. They will then respond to the open ended question about whether they would want to be a child laborer or not using the t-chart graphic organizer to identify reasons why they would or would not want to be a child laborer.
- **Differentiation: Must Do:** Read the article and respond to the question **Can Do:** Using their response, they can write a letter to the President about what needs to be done to stop child labor in the United States and around the world. Sentence starters will also be provided for my lower ability students to help them with the assignment.

ASSESSMENTS

- Lesson plans should identify means by which the teacher regularly assesses each individual lesson objective and closes with creative (not over used activity that is connected to the lesson (ex. exit slip, 3-2-1)

EXAMPLE: ASSESSMENTS

- Example: Students will be assessed informally by the teacher with their fraction bar pages during independent work and center work. A pre-test on fractions will be given during centers to see the background knowledge that each child has and to show their strengths and weaknesses. An inquiry lab will be given to test their knowledge of the scientific method and data collecting skills.

EXAMPLE: ASSESSMENTS

- Students will be assessed on their ability to identify and recognize story critical characters, settings, and objects and use adjectives to describe their objects, characters and settings in their writing.

LESSON PLAN FORMAT

- Teacher:
- Subject/Grade: (Humanities or Math/Science)
- Week of:
- Quint ____ :
- Unit Title: (Based on the title from your syllabus)
- Social Justice Strand: (from the matrix)
- Essential Questions: (from your syllabus)
- Learner Expectation: (from the matrix)

LESSON PLAN FORMAT (cont.)

- Topic/Title of the lesson:
 - Objective: *Students will be able to... as evidenced by...* (aligned to the CCSS that this addresses)
 - Activity (summary of what students will do)
 - Differentiation: Must do; Can do; Address accommodations made for differentiated learning for individual students.
 - Assessment:
 - Centers: