



# *Lesson Planning*

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The Mark of a Great Teacher

A teacher

Knows what to teach



# A good teacher

Knows what to teach

and

Knows how to teach



# A great teacher

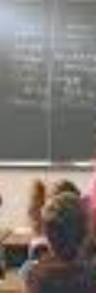
Knows what to teach

and

Knows how to teach

And

Knows why she teaches it



# Careful Lesson Planning

- Changes a teacher from

• GOOD


to

GREAT


# Part One

# PLANNING

**LONG- RANGE PLAN**  
“Big Picture”  
Curriculum  
Quarter/Semester/Year



**UNIT PLAN**  
Specific topic  
Limited time  
Sub-topics connected



**DAILY PLAN**  
Objectives  
Assessments  
Procedure & Materials

# Long-Range Plans

- The BIG picture
- The whole curriculum
- The broad subject

Time frame: semester/ year



# Unit Plans

- A specific topic
- A limited amount of time
- Topics are connected

Time frame: 1-6 weeks

# Daily plans

- Objectives
- Assessments
- Procedure and materials

Time frame: one day

*As you plan...*

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Ask yourself some questions

# How can I get students involved? (Procedure)

- Introduction
  - Activate prior knowledge
  - Review prior lesson
  - Build students' confidence in learning

# How can I get students involved? (Procedure)

- Teacher modeling (show them how you do it)
- Student modeling (let students teach each other)
- Keep students engaged in learning (students should be doing something)

# Adapt & Modify for Student Success

- Do all students have access to the information?
- Is there extra practice for some students?
- Are there enrichment activities?

# What skills do I want students to develop? (Objectives)

- A specific skill or rule?
- A reading strategy?
- Learn new information?
- Learn and use new vocabulary?

# How will I know that the student knows? (Assessment)

- Teacher observation?
- Test, quiz or paper and pencil task?
- Group participation?
- Independent activities?



Does my plan fit  
the curriculum?

# A test for you

1. What is long-range planning?
2. What is a unit plan?
3. Name the parts of a daily lesson plan.

# Test question #4

What is an example of a skill you may want your students to practice and develop?

# Test question #5

What are some ways of getting students involved in a lesson?

- Part Two

# Lesson plans have...

1. Procedure HOW?
2. Objectives WHY?
3. Assessment/evidence of learning DID THEY LEARN IT?

# Procedure

1. Introduction
2. Instruction
3. Modeling
4. Check for understanding
5. Guided practice
6. Independent practice
7. Closure/ending

# Procedure

- What you will do in the class
- Write in steps
- Someone else should be able to follow the steps



# Objectives

- Tell WHY
- Students will be able to... (SWBAT...)

Ex. SWBAT identify the theme of the story

# Objectives

- Specific
- Measurable

# Which are specific?

1. Understand logic
2. Know your enemy
3. Thread the needle
4. Reassemble the engine
5. Think
6. Smile when you greet someone

# These are specific

- 3. Thread the needle
- 4. Reassemble the engine
- 6 Smile when you greet someone

# Which ones can you measure?

- Students will be able to (SWBAT)
  - Learn the 7 X multiplication tables
  - Recite the 7X multiplication tables
  
- Compare apples and oranges
- Know the difference between apples and oranges

# Which ones can you measure?

- Students will be able to (SWBAT)
  - Delete non mammals from a set of mammals
  - Know the difference between mammals and non mammals
  - Draw a straight line with a ruler
  - Appreciate various colors

# Assessment

Proof for the teacher  
that  
students have learned

# Assessment

- Evidence of learning...
  - How will students demonstrate what they have learned?
  - How will you know they developed a skill?



# 3 kinds of assessment

Formative- Informal



# 3 kinds of assessment

Formative- Formal



# 3 kinds of assessment

Summative-Formal



# Assessment for you!

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Formative-Informal

# Name the 3 parts of a lesson plan

- Procedure
- Objectives
- Assessment

# What do good objectives need?

- Specific
- Measurable

# What are the rules for writing a procedure?

- Clear
- Include materials
- Well-designed

# Name 3 kinds of assessment

- Formative – Informal
- Formative – Formal
- Summative - Formal