LESSON PLANNING

“Fail to plan... plan to fail”
COMPONENTS OF A LESSON PLAN

• The *lesson plan template* has 7 components

• Consider the clues as they are read

• Guess the component!

• Note: Teaching/Learning Strategies has been divided into ‘Introduction’, ‘Consolidation’, ‘Application’ and ‘Conclusion’
COMPONENT #1

· I am the activity portion of the lesson

· I am what the students DO to show you they understood the concept

· All lessons must have this
COMPONENT #2

· I describe what students have learned before the lesson

· I describe modifications for individual students

· I describe how the classroom will be set up, and the resources that will be used

I AM THE LEARNING CONTEXT (learners, learning environment and resources/materials)
COMPONENT #3

- I am how you review what students learned
- I am part of every lesson
- I am ongoing
- Example: Rubric, Anecdotal Notes, Checklist

I AM ASSESSMENT/EVALUATION
COMPONENT #4

- I am a summary of your thoughts once you have finished teaching the lesson

- I explain what went well, and what you would do differently next time

I AM REFLECTIONS
COMPONENT #5

- I am “What” students will be learning
- I am also “How” the lesson will be taught
- I describe the questions that students will be asked, and the logical sequence of the lesson
COMPONENT #6

· I am how you get the students’ attention at the beginning of the lesson

· Examples include a short game or video clip

· I introduce the topic of the lesson

I AM THE HOOK (or introduction)
COMPONENT #7

· I wrap up the activity

· An example of me would be a class discussion

· I am the end of the lesson

I AM THE CONCLUSION
COMPONENT #8

- I can be found in Curriculum Documents

- I describe what students should learn in the lesson

- I am the criteria with which you will assess students

I AM EXPECTATIONS
COMPONENT #9

- I am a short activity that helps you determine whether or not the students understood what was taught.

- I bring the important ideas from the learning together.

- Demonstrates new knowledge and skills.

I AM CONSOLIDATION
COMPONENT #10

- I state the subject, topic and grade level

- I state the date and time of the lesson, as well as the length of the period

I am LESSON PLAN INFORMATION
COMPONENTS OF A LESSON PLAN

- Learning Context
- Teaching/Learning Strategies
  - Introduction, Consolidation, Application, Conclusion
- Expectations and Learning Skills
- Assessment/Evaluation
- Lesson Plan Information
- Reflections
- Content
LESSON PLAN ACTIVITY

• Working in with your group members, review the components of the lesson plan

• Identify each component

• In your group, order the components of the lesson plan from beginning to end

• Think of the lesson plan delivery from beginning to end!
COMPONENTS OF A LESSON PLAN

• Lesson Plan Information
• Expectations and Learning Skills
• Content
• Assessment/Evaluation
• Learning Context
• Teaching/Learning Strategies
  • Introduction, Consolidation, Application, Conclusion
• Reflections
EXEMPLARY LESSON PLANS

• USE YOUR PROGRAM HANDBOOK (pp.41-51)
  • Follow the ‘Lesson Plan Guidelines’, pg. 41
  • Review the ‘Checklist for Lesson Planning’, pg. 48

• Blank Lesson Plan Templates are available at: http://www.nipissingu.ca/departments/brantford/practicum/Pages/Resources.aspx
• *Does the lesson extend over more than one period? Record all dates and times.
EXPECTATIONS & LEARNING SKILLS

• Expectations must be from Ministry Curriculum Documents
• Realistic number in each lesson (1-3)
• Link to assessment
• Learning Skills (where appropriate)

TIP: Curriculum Documents and Expectations can be found on the Ministry of Education website: http://edu.gov.on.ca/eng/curriculum/elementary/
CONTENT

• What do I want the learners to know and/or be able to do?

• Identifies what will be taught and what students will be learning
• Describes the lesson in detail. Be specific!
• Facts, data, information, forumlae, concepts, skills, knowledge, attitudes and or learning skills are listed and detailed
• Organized in a logical and sequential manner
• “Today learners will”...
ASSESSMENT / EVALUATION

• Based on the application, how will I know students have learned what I intended?
• Identify strategy used to assess student learning
• Include recording device (e.g. rubric, anecdotal record, checklist, rating scale)
• Consider self and peer assessment
• Identify learning skills being assessed and recording devices where appropriate
• Link directly to expectations

• Is the assessment strategy appropriate for all learners or will some modified assessment be used?
LEARNING CONTEXT

- 3 components
- The Learners
- Learning Environment
- Resources/Materials
THE LEARNERS

- Pre-assessment
- What prior experiences, knowledge and skills do the learners bring with them to this learning experience?
- Identify students’ prior knowledge related to the expectation(s)
- Identify those who require additional support
- Differentiation... inclusion of all learners
- Accommodations, modifications, strategies
LEARNING ENVIRONMENT

• Describe the teaching/learning space
• Describe adjustments to the teaching/learning space (if required)
• List group members (where appropriate)
RESOURCES / MATERIALS

• What resources would best promote the expectations of the lesson?
• Are these resources available?
• Location
• List the specific resources that will be used
• Text title, author, pages
• Films, website, articles
• Technology
• Handouts
• Paper, markers, manipulatives, etc.
TEACHING/LEARNING STRATEGIES

• 3 components
• Introduction
• Middle (Teaching, Consolidation and/or Recapitulation Process, Application
• Conclusion
INTRODUCTION

• How will I engage the learners?
• If you don’t get their attention from the beginning, they will not be engaged in the lesson
• HOOK: Games (e.g. 20 questions), video clip, chant, read a story, motivational strategy
• Describe how you will use the hook (step by step)
• Tips: Time is allocated, connect to learning, be creative!
• How will I bridge previous learning to the new learning?
MIDDLE ... TEACHING

• How does the lesson develop? Describe the sequence of lesson
• What instructions do students need?
• Time is allocated
• Teaching/learning strategies are described step by step
• Teacher models concept and explains new learning
  • Gradual release of responsibility: modeled, shared and guided instruction
• Procedures for activity are described step by step
• Key educative questions are listed
• Identify student roles and responsibilities
• Clearly explain transitions (e.g. distribute resources)
MIDDLE ... CONSOLIDATION OR RECAPITULATION PROCESS

• How will I bring all the important ideas from the learning experiences together for the students? (e.g., presentation of solutions, work samples, group discussion)
• How will I know they understand?
• Time is allocated
• Students are asked to summarize/demonstrate facts, data, information, formulae, concepts, skills, knowledge, attitudes and/or learning skills
• Recapitulation questions are listed- be specific!
• Students are made aware of what they have learned (share new learning)
• Are students ready for the application?
What will learners do to demonstrate their learning?
Relate application directly to expectations
Time is allocated
Explain how the students will apply and practice the new learning alone or in groups
Will the needs of all learners be met in the application?
What will my role be during the application?
Is homework appropriate?
CONCLUSION

• How will I end the lesson?
• Includes student reminders when appropriate
• Identifies homework if meaningful and appropriate
• Includes transition to next class/subjects/dismissal
REFLECTIONS

- You **must** reflect after every lesson
- What do I need to do to become more effective as a teacher in supporting student learning?
- Look at page 45 in the Program Handbook to ensure you are providing thorough responses
- Professional Growth: communication, planning, organization, motivation, teaching/learning strategies, differentiation, questioning, assessment
- Assess classroom management strategies
- Strengths / areas for future improvement
- Other factors that may have influenced the success of the lesson (e.g., fire drill)
LET’S CONSOLIDATE!

• What did you learn today?
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