

## A Handy Helper for Lesson Planning



### Lesson Objectives

Lesson objectives are **specific** and **measurable** goals for what you want **your students to be able to accomplish** after the lesson is completed. Generally, learning objectives are written in terms of **learning outcomes** and are stated in behavioral terms. Examples of good learning objectives might be:

1. Given a set of data, the students will be able to (SWBAT) **compute** the mean, median, and mode of student test scores.
2. SWBAT **identify** and **compare** five ancient civilizations that developed in South America.
3. Students will **write, simplify, and compare** equivalent fractions.
4. SWBAT to **identify** and **discuss** the author's point of view in a selected reading.

It can be very helpful to utilize Bloom's Taxonomy when creating your lesson objectives. (see bolded verbs). Verbs **to avoid** when writing lesson objectives include: enjoy, learn, watch, review, know, realize, appreciate, and believe.

### Academic Vocabulary Activities

Include the **words** and **activities** that you are doing each day to teach and reinforce content vocabulary. Teaching academic vocabulary includes six steps (Marzano). Steps 1-3 focus on introducing new terms and steps 4-6 include ways to review the terms. 1. Provide a description, explanation or example of the new term. 2. Restate the description, explanation, or example in students' own words. 3. Construct a non-linguistical representation (ex. picture, graphic, or symbol). 4. Engage students in activities. 5. Ask students to discuss terms with one another. 6. Involve students in games with words.

### Warm Up (also known as Do Now)

A warm up is something you have the students do that is a review of something they have **already learned**. It should be able to be done **without teacher assistance**. Typically, while students are working on their warmup, the teacher can take care of housekeeping issues such as attendance, collecting homework, etc. The warmup should not take more than 10 minutes of classroom time. Ex. Prequiz, math windows, silent reading, etc.

### Anticipatory Set

An anticipatory set is something that you do or say to entice or "hook" the students about what it is you will be teaching them. It prepares and motivates students for learning. By having an activity related to what will be learned, it shifts their attention to the learning process. Examples of an anticipatory set could be:

1. Showing a picture or icon
2. Anticipation Guide
3. KWL chart
4. Personal story/experience
5. Cartoon
6. Discussion about a movie, book, TV show, or famous person that relates to the topic
7. Question (ex. "Can you imagine seeing a volcano erupt? Write down 5 things you might see." or "Has anyone ever been to New York? How is it different from Pleasantville?")
8. Quick experiment or demonstration
9. Video (that generates thinking, builds excitement and/or background knowledge)
10. Article, short story, quote, or poem
11. Guessing Game (ex. Who Am I? or What Am I?)

An anticipatory set is **NOT** "Open your book to pg. \_\_\_\_"

### Direct Instruction

Direct instruction is **teacher-centered**. Keep in mind direct instruction yields a 5% retention rate and is **most effective when accompanied by demonstrations, small discussions, and visual aids**. Direct instruction should be limited to 20 minute mini lectures to prevent students from losing interest. (Videos or movies that **teach** the content are part of Direct Instruction.)

### Guided Practice

Once students have learned knowledge or skills, they need to practice them. **Initially, this should be done under the supervision of the teacher**. Hence the name *guided practice*. Show them *your* mind and the way *you* solve problems (modeling). This is the time to correct students' mistakes as they work. **You should not let students attempt to work on their own until you have given them sufficient guided practice.**

Examples of guided practice:

1. Think –aloud: “As I do this problem, I will tell you what I am thinking as I work it out.”
2. Having students solve problems at the board.
3. Having students work in pairs or small groups **as the teacher circulates and facilitates to ensure the learning has “taken” before “turning students loose” to practice independently with no help.**
4. Guided Reading Groups
5. First in Math
6. Science lab/experiment

Doing homework is **NOT** guided practice.

### Independent Practice/Formative Assessment

Here they are ready to develop fluency by practicing **without** the supervision and guidance of the teacher. They complete the task on their own **without** the guidance of the teacher and/or other students. The purpose is for them to develop confidence and competence in completing the task. Examples of independent practice include journal writing, silent reading, learning centers, practice sheets, exit tickets, Apangea, First in Math, Achieve 3000, Brainpop, quizzes, and tests.

When writing an effective lesson plan, keep this in mind:

**“Begin with the end in mind.”**