



Effective Lesson Planning: Making a Real World Connection



Copyright © Texas Education Agency, 2011. All rights reserved.

Copyright

Copyright © Texas Education Agency, 2011. These Materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

- 1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
- 2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only, without obtaining written permission of TEA.
- 3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.
- 4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-7004; email: copyrights@tea.state.tx.us.

If you fail to plan,
you plan to fail.

Unknown Author

To plan



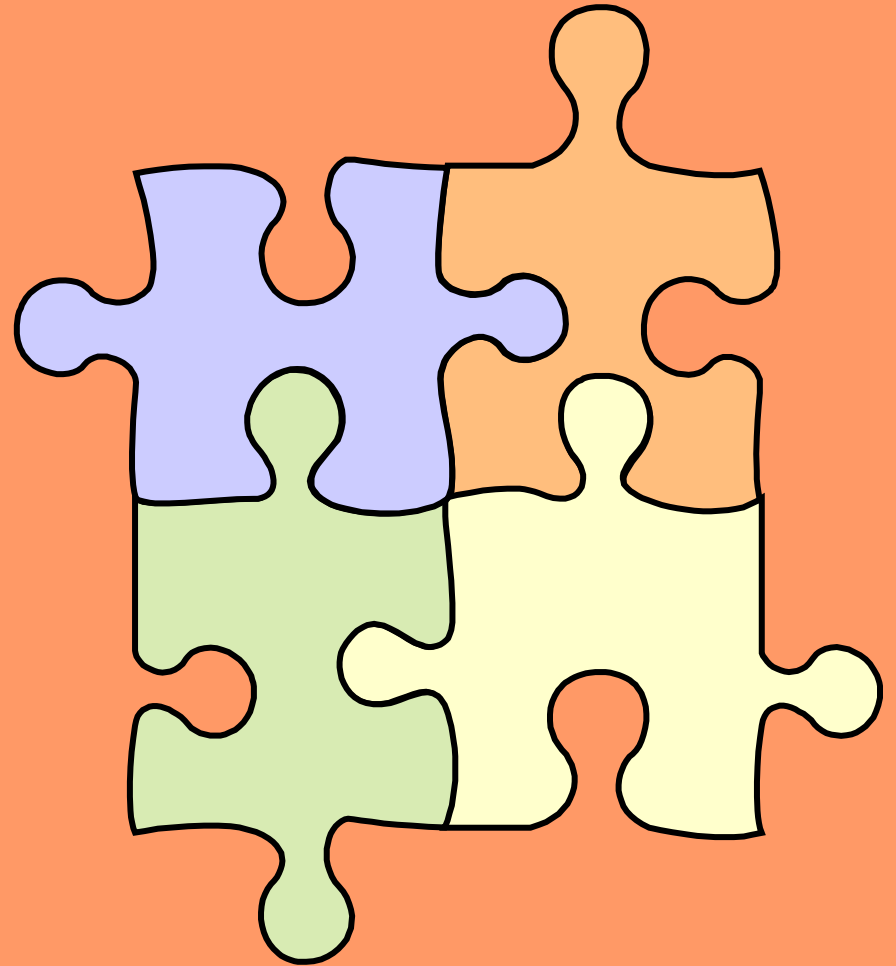
Copyright © Texas Education Agency, 2011. All rights reserved.

or not to plan?



Begin with the Big Picture

Take the time to thoroughly examine and LEARN the Texas Essential Knowledge and Skills (TEKS) for your course(s)



Real World Connection



Copyright © Texas Education Agency, 2011. All rights reserved.

Course TEKS

Knowledge and
Skills Statement



Example:

(3) The student analyzes the responsibilities that promote health and wellness of children. The student is expected to:

Student Expectation

(A) identify signs of good health and symptoms of illness in children

➔ (B) describe child guidance practices for rest, exercise, obesity prevention, public and personal safety and sanitation

(D) prepare nutritious snacks or meals for children following the food guidelines in promoting children's health such as portion control, caloric requirements and nutrient needs



Access Your Course TEKS and Scope and Sequence



Locate your course Scope and Sequence by career cluster.

- <http://www.cte.unt.edu/> **University of North Texas**
Architecture and Construction; Arts, A/V Technology and Communications; Business Management and Administration; Finance; Government and Public Administration; Health Science; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics
- <http://www.cte.sfasu.edu/index.shtml> **Stephen F. Austin State University**
Education and Training, Hospitality and Tourism, and Human Services
- <http://tea.im.tamu.edu/> **Texas A & M University**
Agriculture, Food and Natural Resources; Transportation, Distribution and Logistics

Organize Your Course

Scope & Sequence

- Master teachers have organized the TEKS into a logical sequence.
- Unless otherwise directed by your district/campus, feel free to change the order of the student expectations.



Create Broad Categories

- ❖ Safety
- ❖ Academics
- ❖ Leadership and/or teamwork
- ❖ Think beginning, middle and end
- ❖ Star all student expectations that will be dealt with on more than one occasion, such as safety and academic skills.



Organize your School Year/Semester

- Create a chart that represents your entire school year/semester by 9 weeks or 6 weeks. Example:

1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks

- Begin inserting the broad categories into your chart.



Example:



1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
Classroom Procedures	Safety	Safety	Safety
Orientation	Academics	Academics	Academics
CTSO	Middle Topics	Middle Topics	Ending Topics
Safety			
Academics			
Beginning Topics			

continued

- Make sure that all TEKS topics are represented in your chart. Consider using a TEKS Tracker or similar document.
- Incorporate school holidays and testing dates on your chart.
- Insert TENTATIVE time frames for each topic.
- Use days or weeks, what ever is easiest for you.

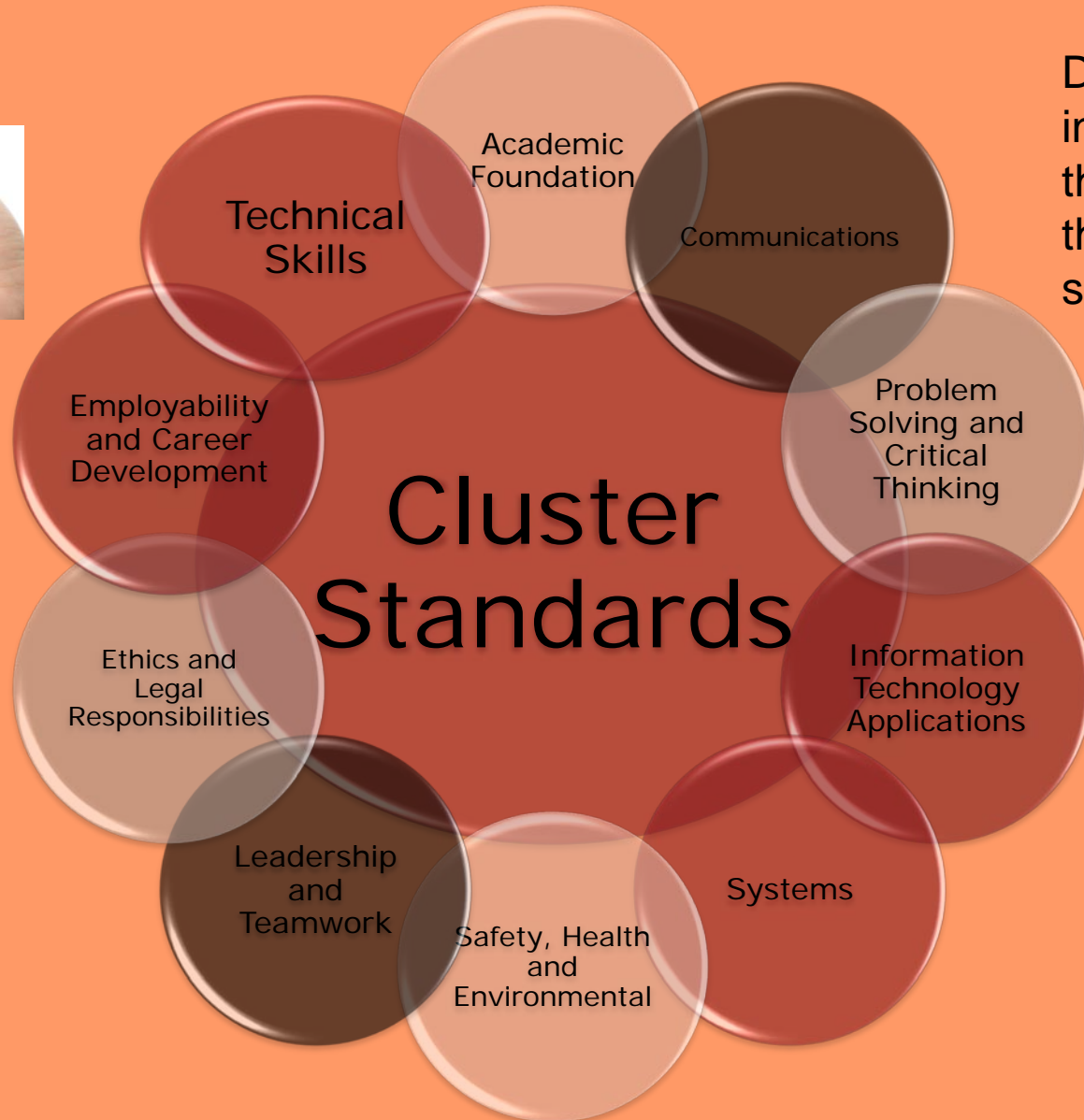
Course

Description: 1) This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. (2) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

TEKS Completion Form– Lifetime Nutrition and Wellness

Knowledge and Skills	Student Expectations	TEKS Completed	Lesson Title /Comments
(1) The student understands the role of nutrients in the body. The student is expected to:	A) Classify nutrients, their functions, and food sources and compare the nutritive value of various foods;	●	
	(B) Assess the effects of nutritional intake on health, appearance, effective job performance, and personal life;	●	
	(C) Analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood; and	●	
	(D) Compare personal food intake to recommended dietary guidelines.		

Revisit Your Cluster Standards



Did you incorporate them all throughout the school year?

1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
Classroom Procedures Orientation./CTSO 1 week	Safety Refresher Throughout 9 weeks	Safety Refresher Throughout 9 weeks	Safety Refresher Throughout 9 weeks
Safety Intro 1 week	Middle Topic 1 Project Based 3 weeks	Middle Topic 1 1 week	Ending Topic 1 1 week
Beginning Topic 1 2 week	Middle Topic 2 2 weeks	Middle Topic 2 2 week	Ending Topic 2 2 weeks
Beginning Topic 2 2 weeks	Middle Topic 3 3 weeks	Middle Topic 3 3 weeks	Ending Topic 2 3 Weeks
Beginning Topic 3 1 weeks	Semester Review/Semester Mid-Term/Final 1 Week	Ending Topic 4 3 weeks	End of course Project Course Review/ Final Exam 3 weeks
Beginning Topic 4 2 weeks	Incorporate Academics throughout 9 weeks	Incorporate Academics throughout 9 weeks	Incorporate Academics throughout 9 weeks
Incorporate Academics throughout 9 weeks			
	*Not all grading periods have the same # of days. See your school calendar.		



Organize ONE Grading Period at a Time

1st 9 weeks

Classroom Procedures

Orientation./CTSO

1 week

Safety Intro

1 week

Academics

Incorporate throughout 9 weeks

Beginning Topic 1

2 week

Beginning Topic 2

2 weeks

Beginning Topic 3

1 weeks

Beginning Topic 4

2 weeks





Weekly Classroom Topics

WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9
Classroom Procedures/ Orientation/CTSO Welcome Personal Information Sheets Introduction slide presentation School Rules Classroom Procedures Daily Activity to Learn Student Names	Safety Introduction	Topic 1	Topic 1	Topic 2	Topic 2	Topic 3	Topic 4	Topic 4
		Break the week down by topics, activities, etc. This is essential for your lesson planning.						



Guaranteed or Your Money Back

If you take the time to do the preliminary planning, writing out your lesson plans will be a less complicated process and you'll be more **CONFIDENT** as you develop them.



Developing Your Lesson Plans

Check with your department chair/CTE contact, there may be a lesson plan format that your campus/district requires you to use.

Types of Lesson Plans

- **Five step** - anticipatory set, instruction, guided practice, independent practice and closure or assessment
Five E- engaging, explaining, exploring, elaborating and evaluating
- **Weekly lesson plan** - standards, objectives and essential questions being covered that week
- **Gold Seal Lesson** – International Center for Leadership in Education – aim for having students solving real world problems that have unpredictable solutions
- Various versions/templates of the above lesson plans

Lesson Plan Basics

- Title
- TEKS
- Objectives
 - ❖ Make sure the TEKS you select and your objectives are in alignment
- Duration of lesson
- Important terms and definitions
- Materials/specialized equipment needed

Basic Direct Teach Lesson Plan Components

- Anticipatory set
- Direct instruction
- Guided practice
- Independent practice
- Lesson closure
- Assessment



Anticipatory Set

- provides focus, also called the “hook”
- short activity that draws the students' attention before the lesson actually begins
- use props, visuals, music, etc. followed by Q & A or brainstorming session
- be creative

Tip:

End this activity with a scripted lesson rationale that clearly makes a real world connection between the lesson objective and your students.

Direct Instruction

- Ensure your lesson is rigorous and relevant to the students.
- Model and show students what you want them to know.
- Keep learning styles in mind.
- Introduce new vocabulary.
- Continuously check for understanding.
- Provide examples and scenarios students can relate to.
- Use slide presentations or graphic organizers.
- Implement accommodations from IEPs for special education students.

Guided Practice

- Ensure activity is rigorous and relevant to the students.
- Can be done individually or cooperatively.
- Walk students through the learning process.
- Provide hands-on activities and opportunities that allow students to practice their newly learned skills and concepts.
- Provide guidance as students solve real world problems.
- Implement accommodations from IEPs for special education students.

Independent Practice

- Ensure assignment/activity is rigorous and relevant. Aim for having students solve a problem that will have unpredictable outcome or solution.
- Allow students to use critical thinking skills as they practice completing lesson, assignment, project on their own.
- If independent practice involves completion of a product or project, introduce the RUBRIC and review each component BEFORE students begin project.
- 30 templates for rubrics can be found at www.cte.sfa.edu.
- Implement accommodations from IEPs for special education students.

Lesson Closure

- Wrap up the lesson.
- Students recap what you have taught and what they have learned (and how it relates to them).
- Develop, research or borrow creative review techniques.
- Implement accommodations from IEPs for special education students.

Assessment

- quiz or test
- independently performed task
- hands-on experiment
- student reflection or other concrete method
- culmination of a project or presentation assessed with a rubric
- implement accommodations from IEPs for special education students.

Effective Lesson Planning: Making a Real World Connection Review



Copyright © Texas Education
Agency, 2011. All rights reserved.

Effective Lesson Planning: Making a Real World Connection Assessment



- Your name
- School district
- Cluster
- One idea you learned in this session that you will implement immediately.
- One idea you learned in this session that you will think about implementing later.

Effective Lesson Planning: Making a Real World Connection



Copyright © Texas Education Agency, 2011. All rights reserved.

Real World Connections = STUDENT SUCCESS



Copyright © Texas Education
Agency, 2011. All rights reserved.



Copyright © Texas Education Agency, 2011. All rights reserved.

“To be prepared is half the victory.”

Miguel de Cervantes Saavedra

Contact Information

Sandra Ann Delgado
CTE Associate Project Director
Stephen F. Austin State University
delgadosa@sfasu.edu
(210) 885-4117