

# Presentation Notes for Effective Lesson Planning: Make a Real World Connection

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If you fail to plan,  
you plan to fail.

Unknown Author

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I'm sure all of you have heard this quote before, but it is especially true for both new and experienced educators. During this hour I am going to guide you through planning, preparing and executing effective lesson plans. The first thing I want you to remember is that it doesn't start with the actual lesson plan. Anyone want to guess what we start with?

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To plan



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To plan

or not to plan?

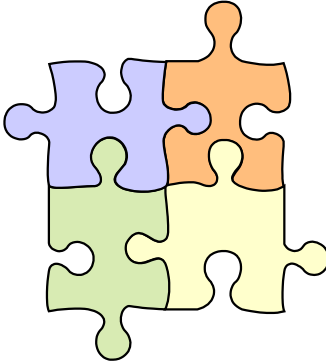


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Or not to plan, is that really the question? Get responses from audience. I think a more appropriate question for someone new to teaching is, “How do I plan?” Give audience an brief overview of what they will learn in this hour long session.

**Begin with the Big Picture**

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



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Why begin with the TEKS? Whether you teach a semester long or a year long course, you are required to teach your students ALL of the student expectations. Several TEKS will be reinforced repeatedly throughout the school year, while some you may only touch upon only once. You may teach objectives beyond the scope of the TEKS, but always keep in mind that the ALL TEKS must be taught. We don't get to pick and choose our favorites. Don't make the common mistake of putting certain TEKS off until the end of the year--- then oops, I didn't get to X,Y or Z. In this hour, I'm also going to teach you a fail proof method of insuring that you teach ALL of your TEKS and still have time to add some additional information to your course content.



As you explore your course TEKS, begin thinking about how to bring the student expectations “to life” for your students. How are you going to make a real world connection? You’re still a long way from sitting down and writing out a lesson plan. I just want you to keep this in mind.



**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


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This is the set up of all CTE TEKS: Knowledge and Skills Statement and the specific Student Expectations. TEKS for all CTE courses can be found on the TEA website under Career and Technical Education or you can go to the following sites...



## 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, AV 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

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...and not only find the TEKS for your courses, but also the scope and sequence and other valuable resources.

The state of Texas tells CTE teachers what to teach our students, but not in what order to teach the student expectations. The scope and sequence is the state suggested order for the TEKS. They were created by master teachers for you, but the TEKS sequence can be modified. Begin “mentally organizing the TEKS topics into a sequence that makes sense to you. Many TEKS will be revisited throughout the course.

## **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.



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**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.



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As you organize your TEKS – think “broad categories” and “real world connections.”


## Organize your School Year/Semester

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

1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks

- Begin inserting the broad categories into your chart.



Example: 

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

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**continued**

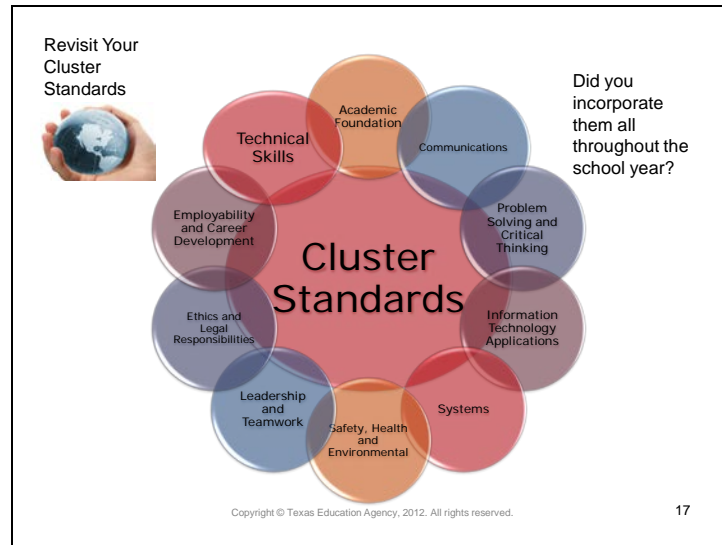
- Make sure that all TEKS topics are represented in your chart. Consider using a TEKS Tracker or similar document.
- Incorporate school holidays and testing dates on your chart.
- Insert TENTATIVE time frames for each topic.
- Use days or weeks, what ever is easiest for you.

Download a copy of your school calendar. You can create a TEKS tracker for yourself. TEKS trackers will available for all Education and Training, Hospitality and Tourism and Human Services cluster courses by mid-November. Allow yourself and your time frames to be flexible. It is not uncommon for situations to suddenly arise on your campus.

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Cluster: Human Services PEIMS#:§130.245 Course Name: Lifetime Nutrition and Wellness 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.			
<u>TEKS Completion Form—Lifetime Nutrition and Wellness</u>			
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.		
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Keep the cluster standards you just learned reviewed in your TEKS training as well. Each standards definitely represent a “real world connection.”

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1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 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

1 <sup>st</sup> 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	Safety Introduction	Topic 1	Topic 1	Topic 2	Topic 2	Topic 3	Topic 4	Topic 4
Welcome  Personal Information Sheets  Introduction slide presentation School Rules Classroom Procedures  Daily Activity to Learn Student Names								
Break the week down by topics, activities, etc. This is essential for your lesson planning.								

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## **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.

Brief personal sharing about my first years of teaching.....



### **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

Terms= word wall



## 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.

This is also known as the “focus” or “hook.” This activity is where you initially make the real world connection to the students. Ask for and give examples.

## **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.

The beauty of CTE courses is that they ALL have hand-on components.

## **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](http://www.cte.sfa.edu).
- Implement accommodations from IEPs for special education students.

Provide guidance as needed. If time allows, take them to the sfa website to see rubric templates available.

## **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.


Ask for and give examples: question-and-answer review session. Students tell or show you what they have learned. Have them tell you how they will be able to use this information now and in the future.

## **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.

Various methods of assessment. Ask for examples.

Effective Lesson Planning: Making a Real  
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Review




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(Lesson Closure) Q & Answer Review session with audience



**Effective Lesson Planning: Making a Real  
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Assessment**

- Your name and email
- 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.



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On the index card provided write down... Please submit your cards to me before you leave.



As we conclude this session, I just want you to always remember that rigor, relevance and relationship = Real World Connection = Student Success

Real World Connections =  
STUDENT SUCCESS




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**“To be prepared is half the victory.”**

Miguel de Cervantes Saavedra



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Does anyone have any questions, comments or concerns?

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