On the index card that you were handed as you entered the room, write down one thing that you already know about lesson planning.
Less Stress
More Success
Lesson Planning 101
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http://cte.sfasu.edu/
If you fail to plan, you plan to fail.

Benjamin Franklin
To plan
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)
Self Assessment

- Know where your students are going
- Be a master of your content
Real World Connection
Example:

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

(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
Organize Your Course

Scope and 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.
Guaranteed

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 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
Types of Lesson Plans

- **Madeline Hunter Lesson Cycle** – learning objective, anticipatory set, lesson objective, input, check for understanding, guided practice, independent practice

- **Unit plans** - standards, objectives and essential questions being covered during a particular unit

- 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 (word wall)
- Materials/specialized equipment needed
Lesson Plan Basics

- Make sure to check student IEP’s for specific accommodations/modifications
- Aim for Rigor and Relevance
- Plan to check for understanding throughout the lesson/unit
Your TURN - Lesson Plan Basics

- Remove the contents from the white envelope.
- With a partner, place the six basic components of a lesson in the correct order.
- 1 minute
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 or other activity followed by Q and 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
Direct Instruction
Direct Instruction
Direct Instruction
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
Guided Practice
Guided Practice
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.sfasu.edu.

- Implement accommodations from IEPs for special education students.
Independent Practice
Independent Practice
Independent Practice
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
End of Lesson 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
Your TURN – Lesson Closure or Assessment?
Effective Lesson Planning: Making a Real World Connection
Bottom Line
GREAT PLANNING = STUDENT SUCCESS
“To be prepared is half the victory.”

Miguel de Cervantes Saavedra
Overview of website components

http://cte.sfasu.edu/
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