I’m sure all of you have heard this quote before, but it is especially true for both new and experienced educators. During this lesson, 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?

The answer is planning! Have students brainstorm a list of benefits of well-planned lessons and share with the class.
Well-Planned Lesson

- Achieves the objectives
- Encourages reflection, refinement and improvement
- Enhances student achievement
- Helps teachers to avoid “unpleasant” surprises
- Keeps the teacher and students on track
- Provides direction to a substitute teacher
- Provides the roadmap and visuals in a logical sequence

As a teacher, the most important advice I can give is to tell you to plan ahead! Planning ahead, more than just for the upcoming day, can save you time and help you with classroom management as well. It keeps you and your students on pace to meet your overall bigger goal for the grading cycle, semester and school year. It also ensures that you will meet your objectives and teach all of the required TEKs for the class.

A well prepared teacher will also have less classroom management issues because a well-planned lesson helps the teacher to avoid the situation of “Oh no! My students finished early and I don’t know what to do!” It lets the students have direction and structure in the classroom. It can also lead to greater student improvement and student achievement. When you are successful in your classroom, so are your students.

With this in mind, what are some negative effects of poor planning? Brainstorm now with a partner.
Poor planning leads to chaos in the classroom. When a teacher is ill prepared for class, it shows, and students recognize this and play off of it. Students recognize when teachers are not ready for the class day, or when lessons do not go as planned. It creates frustration for both the teacher and students. It leads to aimless wandering; unmet student goals, objectives and TEKs. It also leads to few connections to students’ prior knowledge, disorganization, a lack of materials, wastes your and the students’ time and overall poor management.
Why begin with the TEKS? Whether you teach a semester long or a yearlong 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 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 lesson, 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.

Why is it important to have those real world connections?
You will find not only the TEKS for all courses, but also the scope and sequence and other valuable resources. The state of Texas tells 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.

Texas Education Agency
Texas Essential Knowledge and Skills.
http://www.tea.state.tx.us/index2.aspx?id=6148
The greater the structure of a lesson and the more precise the directions on what is to be accomplished, the higher the achievement rate.

Harry Wong, The First Days of Teaching

Discuss the quote with your students.

When you have a plan in place, students will notice. Your success is their success.
Bloom’s taxonomy was developed in the 1950’s and is still used today to categorize ways of learning and thinking in a hierarchical structure. During the 1990’s, a former student of Bloom’s, Lorin Anderson, led a new assembly which met for the purpose of updating the taxonomy, hoping to add relevance for 21st century students and teachers. Bloom’s Taxonomy lends itself to multimedia presentations to enhance cognitive development.

**Remembering:** Retrieving, recognizing and recalling relevant knowledge from long-term memory

**Understanding:** Constructing meaning from oral, written and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining

**Applying:** Carrying out or using a procedure through executing or implementing

**Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing and attributing

**Evaluating:** Making judgments based on criteria and standards through checking and critiquing

**Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning or producing

Using the pyramid, describe how a teacher could touch on all the components in a lesson plan.
Types of Lesson Plans

- Five step
- Five E
- Weekly lesson plan
- Gold Seal Lesson

There is not only one template for developing a lesson plan. You will find that every district and/or campus has its own guidelines, requirements and/or template for lesson planning. Make sure to ask your mentor teacher or administrator if you are not sure of the lesson planning procedure.

- **Five step** – Includes anticipatory set, instruction, guided practice, independent practice and closure or assessment
- **Five E** - Includes engaging, explaining, exploring, elaborating and evaluating
- **Weekly lesson plan** – Includes 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
The basics of a lesson plan are simple – give it a unique and catchy title to get students interested, create student goals and objectives that are aligned with the TEKs, give a duration for the lesson, introduce new terms that may be unfamiliar to the students and get any necessary handouts or equipment ready.
The “teaching” part of the lesson contains the anticipatory set, the direct instruction, guided practice, independent practice, lesson closure and an assessment. We will go over each part in detail.
Anticipatory Set

- Be creative
- Provides focus, also called the “hook”
- Short activity that draws the students’ attention before the lesson actually begins
- Use props, visuals or music followed by questions and answers or brainstorming session

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

- Activate prior learning
- Draw student attention
- Incorporate a visual, something that will catch students’ attention
- Question and answer session
- Short activity

What are some examples you could use in your classroom as a focus or a hook?

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 the “meat and potatoes” of the lesson, meaning this is exactly what you will say and/or do during the classroom instruction.
This is the time when your student will work independently, or in a group to complete the task or assignment. As students are working, make sure to always monitor student behavior and work. As you monitor the students, ask them questions about the lesson to check for understanding.
Independent Practice

- Allow students to use critical thinking skills as they practice completing lesson, assignment, project on their own
- Ensure assignment/activity is rigorous and relevant. Aim for having students solve a problem that will have unpredictable outcome or solution
- Implement accommodations from IEPs for special education students

Allow students to complete the assignment alone. Provide guidance as needed during the independent practice.
Lesson Closure

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

This is basically the final review of the lesson/topic. Even if the lesson is to expand into the next day(s), always provide a recap to students at the end of each day.

• This activity is how you find out if the students have learned the objectives of the lesson.
• Have them tell you how they will be able to use this information now and in the future.
• Wrap up the lesson with a creative Q & A session, a game, something interactive.
• Have students tell/show what they have learned.
• If you had the students partially complete a KWL chart at the beginning of the lesson, this is where the students will fill out the last column of KWL chart.
This is WHY we have lesson closure, why we review. Format can vary. There are various methods of assessments that you could use to test your students’ knowledge and comprehension of the lesson. There is not one method that works for all situations or lessons. You must vary the ways you assess student knowledge to allow students to show their individual strengths.

What are some methods you could use to assess students?
What are some methods you could use to assess students?
What are some additional components to a lesson plan?

Possible answers can include:

- English Language Proficiency Strategies (ELPS)
- Reading strategies
- Word Wall
Additional Components

- English Language Proficiency Standards (ELPS) Strategies
- Reading Strategies
- Word Wall
What is ELPS?
ELPS are basically the “TEKS” for linguistic development, statutory addition to the required curriculum of every subject. They can be found in chapter 74.4 of the Texas Administrative Code; right along with the requirements for elementary and secondary curricula: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

Where did they come from? Title III of No Child Left Behind mandates language objectives be linked to state content standards. Texas took its previous ESL standards, revamped them, and made them general language objectives.

What’s the point of the ELPS? Our English language learners (ELLs or LEP students) need support for their linguistic development in all classes. Classroom instruction and assignments occurs in English, therefore, all teachers must be aware of the linguistic development needs of ELLs in their classrooms and work deliberately to address them. We are all responsible for developing assignments and using instructional strategies that connect to these standards.
• Encourage students to “make predictions” about the text content prior to reading. “I think it’s going to be about…… because I know (I heard)………………….” This encourages active reading and keeps the student interested. While reading, the students may revise their original predictions and/or make new ones.

• Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read.

• Have students form their own questions about the text prior to reading or have them write down any questions that come to mind as they are reading.

• Encourage students to connect reading to their life experiences or prior knowledge.

• Word Attack Strategies. Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, classroom discussion) the student will have a better understanding of the pronunciation and meaning of the unfamiliar word(s) facilitating comprehension.
The use of a word wall and definitions is an ELPS strategy.

Other strategies include:

• Frayer Model
• Examples/Not Examples
• Problems/Solutions

What are the benefits of using a word wall?
Lesson Planning 101
Dr. Linda Karges-Bone gives a workshop for new teachers, critical needs teachers, schools with low test scores and schools serving at-risk populations.
https://www.youtube.com/watch?v=Yk1mi1egpgk
“To be prepared is half the victory.”
~ Miguel de Cerantes Saavedra

Remember, the most important thing you can do for your students is to be prepared!! Your success equals their success!
Questions?
References and Resources

Images:
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Books:
Early Childhood Education Today, Twelfth Edition by George S. Morrison
This book is a great resource on early childhood education. It covers the foundations of education, programs and resources for children and families, educational needs of infants through the primary grades and the special needs of children and families.

Introduction to Teaching: Becoming A Professional. (Fifth ed.). by Don Kauchak & Paul Eggen
For any student going into the teaching profession, this is an excellent choice. It is an easy read for students on all levels. It covers the changing teaching profession, the foundations of education and how to become an effective teacher.

Websites:
New Teacher Academy: Lesson Planning
Lisa Dabbs explains the importance of effective lesson planning for new teachers.
http://www.edutopia.org/blog/new-teacher-lesson-planning-lisa-dabbs

Planning a Lesson
The National Capital Language Resource Center offers detailed explanations and examples on how to write a lesson plan from beginning to end.
http://www.nclrc.org/essentials/planning/plindex.htm
Strategies for Effective Lesson Planning

Effective lesson planning can be tricky, but with this website from the University of Michigan, lesson planning can be a stress-free encounter.
http://www.crlt.umich.edu/gsis/p2_5

Texas Association of Future Educators (TAFE)
Advisor Handbook – Competitive Events
http://www.tafeonline.org/?page=CompetitiveEvents

YouTube™:
Lesson Planning 101
Dr. Linda Karges-Auer gives a workshop for new teachers, critical needs teachers, schools with low test scores and schools serving at-risk populations.
https://www.youtube.com/watch?v=Yk1mi1egpgk

References and Resources

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