The Art of Planning a Lesson
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If you fail to plan, you plan to fail.

~Benjamin Franklin
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
Poor Planning

• Aimless wandering
• A waste of time
• Few connections to prior learning
• Lack of needed materials
• Frustration for the teacher and students
• Poor management
• Unmet objectives
• Unorganized
Take the time to thoroughly examine and LEARN the Texas Essential Knowledge and Skills (TEKS) for your course(s)
Real World Connections
Access Your Course TEKS and Scope and Sequence

Locate your course Scope and Sequence

(click on picture)
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
Types of Lesson Plans

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

- 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
Direct Instruction

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

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

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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
Assessment

- Completion of a lab evaluation
- Culmination of a project or presentation assessed with a rubric
- Hands-on experiment
- Implement accommodations from IEPs for special education students
- Independently performed task
Assessment

- Independent written reflection of what the student learned from this topic/lesson/lab
- Open-ended question test
- Quiz or test
- Student reflection or other concrete method
Additional Components to a Lesson Plan
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

§74.4. English Language Proficiency Standards.
(a) Introduction.
(1) The English language proficiency standards in this section outline English section as an integral part of each subject in the required curriculum. The English the required curriculum.
(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency. The academic language proficiency consists of the English needed to think critically and solve problems, and to participate in and understand academic discourse.
(3) Classroom instruction that effectively integrates second language acquisition knowledge and skills in the TEKS, and reach their full academic potential.
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)…………………….

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.
The use of a word wall and definitions is an ELPS strategy.

Other strategies include:

- Frayer Model
- Examples/Not Examples
- Problems/Solutions
Lesson Planning 101

(click on picture)
“To be prepared is half the victory.”

~ Miguel de Cerantes Saavedra
Questions?
References and Resources

Books:
Early Childhood Education Today, Twelfth Edition by George S. Morrison
This book is a great resource on early childhood education. It covers the foundation 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 gives 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-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