

Lesson Plan Procedures

Lesson Delivery

- PLAN is the operative word
- I expect to see well thought out SPECIFIC PLANS
- Not general IDEAS

Plan versus Idea

- IDEA- ask the students about fractions
- PLAN- Show the fraction $\frac{1}{2}$ using the overhead projector. Ask for a volunteer to tell what they know about the numeral on the screen. After the first volunteer responds, ask if anyone can add to the description

Plan versus Idea

- IDEA—Record Students' answers
- PLAN—Write shortened versions of student's answers on the whiteboard. Write answers that refer to procedures on the left side and answers that refer to concepts on the right

Teacher's Words- Dialogue

- Plans should clearly indicate what is to be said or asked by the teacher.
 - The water cycle have three parts: evaporation, condensation, and precipitation
 - Polygons are closed plane figures composed of line segments intersecting at their endpoints.
 - Why do you think Rodney was unhappy?
- **NON-Examples**
 - Explain to the class about the water cycle
 - Discuss the meaning of the word “polygon”
 - Ask several questions about the story

Teacher's Actions-stage directions

- **Examples**
 - Distribute one sheet of green paper to each student
 - As the students give responses record them, in order, on an overhead

In Summary

- Your lesson plans should clearly set out exactly what you have **PLANNED** to do during the lesson, not vague ideas
- The lesson plan is evidence that you have learned course content and have applied it to the creation a well thought-out and sound learning activity



Writing an Objective

Writing and Objective

- Generally, learning objectives are written in terms of learning outcomes:
 - What do you want your students to learn as a result of the lesson?
 - Follow the three-step process for creating learning objectives

I - create a stem

- Stem examples
 - After completing the lesson, the student will be able to....
 - After this unit the student will have....
 - By completing the activities, the student will....
 - At the conclusion of the lesson the student will...

2-after you create the stem, add a verb

- Analyze, recognize, compare, provide, list, etc.
- Think about your blooms taxonomy
- Remember your higher level skills
- I will get you a copy of verbs to help you with this portion

3- once you have a stem and a verb, determine the actual product, process, or outcomes:

- After completing this lesson, the student will be able to recognize foreshadowing in various works of literature

WRONG!!!

- RE-write the following objectives so that they are correct.
 - Appreciate the beauty of a circuit
 - Really understand relativity theory
 - Be familiar with the law
 - Understand the process of osmosis
 - Enjoy speaking French
 - Change the spark plugs on an engine
 - Learn about erosion

Now it's your turn...

- On the same sheet of paper write and objective from a class lesson you liked best yesterday (pick one of the 5-7 classes you have)
- Put your name on your paper and turn it in