

LESSON PLAN COMPONENTS (MODIFIED LIST COURTESY OF TEP 3-4-3 LESSON PLAN TEMPLATE)

The Set-up	Unit Goals: What broad goals or essential questions are driving this unit?
	Learning Objective(s): What will students know and be able to do by the end of class that they didn't know or couldn't do when they came in?
	Materials: What do you need on hand for the lesson? How will the room be set up?

- √ Is your learning objective worthwhile?
- √ Does it advance the Unit Goals?
- √ Have you explicitly considered content, skill and language pre-requisites and objectives?
- √ Why are you teaching this objective, in this way, at this time, to these students?

		Time
The Lesson	The Hook: How will you pique students' interest?	
	Exploration: How will students explore the new concepts?	
	Connection: How will you activate and build on prior knowledge (including homework)?	
	Practice: How will students practice the new concepts?	
	Assessment: How will you and the students assess whether the learning objectives were met? How will students demonstrate their knowledge?	
	Summary: How will students review and solidify these concepts to be able to use this knowledge or skill?	
	Preview: How does this lesson lead to the next lesson?	

- √ How do the activities serve a particular phase of the learning process?
- √ Do you anchor the lesson to prior knowledge?
- √ Is the purpose of the lesson clear to the students?
- √ Do you differentiate for language and learning needs?
 - Auditory, visual and kinesthetic modalities
 - Independent, small and large group learning
- √ Do you make sure the students will be doing the heavy-lifting rather than you?
- √ Do you incorporate checks for student learning?
- √ Do you use visual and auditory cues?
- √ Are you getting the information you need to know where to start tomorrow?
- √ How does the homework build a bridge between what came before and what comes next? And how is it linked to the learning objectives?

Name: _____

DAY 2: LESSON PLANNING

LESSON SYNOPSIS TEMPLATE (COURTESY OF JON STAR)

Logistics: *Instructor(s), course, grade(s), period, date of lesson*

Unit Topic:			
	<i>Previous Lesson</i>	<i>Current Lesson</i>	<i>Next Lesson</i>
Lesson Topic:			
Directly Prerequisite Concepts:			

Lesson Objective(s): The learner will	Standards Addressed:	Daily Assessment: <i>(should match objectives)</i>
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Materials needed:

	Activity	Expected Student Responses	Teacher Guidance
Lead-in Time			
Lesson Body Time			
Closure Time			

Assigned Homework:

Lesson Synopsis Narrative:

Sample Lesson Plan w/Learner and Environmental Factors

DATE _____	Voting History (40 min) + Rough Sketch for Primary Election Celebration (40 min)
Objectives	Students will be able to: - Identify and describe major events that expanded or changed voting rights in the United States
Instructional materials and resources	<ol style="list-style-type: none"> 1. Do Now - 1 copy per student 2. Class work handout - 1 copy per student 3. Materials for timeline on wall in room (cards with dates and with legal changes)
Learner Factors	<ul style="list-style-type: none"> - Students will have to find terms and write them in their glossaries. For some students, these definitions will not be easily understood or assimilated. Hopefully the class work will help them understand the terms and how they relate to voting better. - Students will have an opportunity to work independently in finding information on the topic. Will make materials aside from textbook available (i.e., other texts, text from actual amendments or laws, etc.) for those students who have difficulty with the text or who need more of a challenge. - Students might be tempted to copy information directly from the text - need to give individual instruction and support to help them avoid that. - Need to pay attention to how groups are sharing the information - help them resist the temptation to merely copy from each others' handouts.
Environmental Factors	<ul style="list-style-type: none"> - classwork will be completed both independently and as a group - groups might complete the work at different paces, so noise levels might differ according to where each group is in the process - whole class discussion at the end of the class to review the material
Instructional activities and tasks	<p>I. (5 min) <u>Do Now</u>: Hand out as students come in to class. They will glue them in as part of regular routine, then complete the task -</p> <p>Turn to the person next to you and share your cartoon. Write</p>

	<p>down the idea that your partner drew in his/her cartoon. Do you agree or disagree with this reason to vote? Why or why not?</p> <p>II. (5 min) <u>Glossary Work</u>: Have students add the following terms to their glossary using their books: poll tax suffrage</p> <p>III. (30 min) <u>Mini-Jigsaw</u>: Give students handout , explain the directions for the mini-jigsaw/information scavenger hunt</p> <p>After groups have completed the handout, go over as a class. At this time, make a timeline of events on the wall of the classroom.</p> <p><u>Wrap-Up</u>: Give students an opportunity to write a summary in their notebooks.</p> <p><u>HW</u>: Create an illustrated timeline of the changes in the law that expanded voting rights in the United States. You may sketch your own illustrations and/or find images that support your timeline and add them.</p> <hr/> <p>Primary Election Celebration: - Today is Super Tuesday, so in class, we will do activities with our City Year collaborators to celebrate the day. This will be adapted depending on what candidates are still involved in the election, but generally, our "celebration" will include the following: 1) definition and explanation of the primary system through activity and exploration (large visual map of how the system works) 2) brief examination of the candidates running for president - looking at various newspapers/magazines</p>
Assessment activities	Handout HW: Illustrated Timeline
Reflection	How did the lesson plan work? What was effective? What would you change for tomorrow or the next time you use this plan?

Another Sample Lesson Plan Format: Teacher vs. Student Actions
The Boston Miracle: A 10-Day Unit on Community, Safety, and Coalition-Building

Lesson Plan #1

Day 1: Introduction

Overview	<p>This lesson is an introduction to the history of the Boston Miracle. Students will be challenged to unearth and reflect upon their pre-existing attitudes and knowledge surrounding this case study through discussion and consideration of new evidence. Furthermore, students will gain a foundation of knowledge on the Boston Miracle to enable learning in greater depth in subsequent lessons. Finally, student interest in this case study will be maintained, increased, and directed through introduction to the challenges, dilemmas, and unsolved questions that existed before, during, and after these events. Their questions will be collected at the end of the lesson and used to inform discussion throughout the unit.</p>
Learning Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate their pre-existing attitudes toward and knowledge of relevant issues and history, identifying and evaluating the sources of this information. Topics include: youth violence, gangs, drug trade and abuse, gun ownership and use, the criminal justice system, the police, racism, poverty, and religious institutions and practices in Boston. • Recount a basic history of the Boston Miracle, including key issues, people, and events. • Compare and contrast their pre-existing attitudes and ideas regarding the Boston Miracle with the film narrative and begin to advance reasons for the potential usefulness and biases of both forms of representation and knowledge. • Record at least three questions remaining and/or newly generated regarding the Boston Miracle. These should be questions about which they have genuine curiosity.
Essential Question	<p>What is fact, what is opinion, and what is still unknown in the history of the Boston Miracle?</p>
Instructional Materials and Resources	<p><i>God Among the Children</i>. Video/DVD-R. Dir. Janis Pryor. Television Trust for the Environment, 2000.</p> <p style="text-align: center;">A 24-minute film on the Boston Ten Point Coalition's work with at-risk youth in Boston. A full transcript of the film is available online at www.tve.org/lifeonline/index.cfm?aid=1251.</p> <p>Homework Assignment, "Introduction to the Boston Miracle"</p>

Instructional Activities and Tasks

Activity	Teacher	Students
1	Take attendance and direct students.	Take their seats and prepare materials for the lesson (pen/pencil and notebook). Record daily agenda in their notebooks.
2	Introduce case study and lesson. Very brief so as not to interfere with next activity!	Active listening and note-taking.
3	Run brainstorming discussion. Ask for student associations and record on whiteboard as they share them aloud. Ask students to look for patterns and consider motivating beliefs, even prejudices or stereotypes. Ask students to note the sources of their knowledge and consider their validity. Wrap up activity by having a student or two patterns out loud.	Offer key words and associations for the unit's themes. Collaborate on building a sense of how Boston's youth, violence, gangs, police, and religious institutions are popularly conceived. Generate a common understanding of why we care about and are fascinating by this case study.
4	Screen part of film. Explain the process of "active viewing." Pause film at appropriate moments to paragraph, ask and answer questions, and give time to record key information.	Take notes in notebook to practice "active viewing" skills, including jotting important information, surprises, contradictions, questions, and points to return to later.
5	Run processing discussion. What did they notice in the film? What surprised them? What met their expectations? What challenged the brainstorming done earlier? What were the main actions and opinions of the major players?	Offer reactions to film. Challenge and complicate each other's impressions. Summarize the essence of the "Boston Miracle" and the Ten Point Coalition. Ask questions to clarify information.
6	Initiate question cards.	Record three or more questions they have about the material, each on a separate piece of paper and anonymously.
7	Assign homework.	Submit question cards.

Sample Lesson Plan – What We Did Yesterday

LESSON PLAN

EQ: What are the characteristics of good teaching?

Day 1 (June 17, 1-5 p.m.) Introduction, Goals, and Assessments (210 instructional min)

What does teaching for understanding mean in principle and look like in practice? How do the principles of “backward design” help us teach for understanding?

(a) What are teaching aims and learning goals? What are the characteristics of good learning goals? How can we write good learning goals for our own classes?

(b) What is assessment, and what kinds of assessments are there? What are the relationships between goals and assessment? How can we design good assessments that link to and measure student mastery of worthwhile learning goals?

Objectives: By the end of class today, TSWBAT

5. Explain the basic principles of understanding by design:
goals→assessments→activities
6. Identify and classify different types of goals.
7. Write and revise student-oriented cognitive learning goals that are clear, observable, and appropriate
8. Distinguish summative and formative assessment and give multiple examples of each
9. Create assessments (or outlines of assessments) that are appropriate for a stated goal or objective given the context

Prior student preparation:

Readings:

(1) Grant Wiggins and Jay McTighe (2005). *Understanding by Design*. Alexandria, VA: ASCD: 13-21, 146-160. Strongly recommended: Chapter 2 (pp. 35-55). [RT]

(2) Excerpts from David Perkins, “What is Understanding?” in Martha Stone Wiske, ed. (1998), *Teaching for Understanding: Linking Research with Practice* (San Francisco: Jossey-Bass), pp. 39-44, 51-57. [CP and iSite]

(3) Lorrie Shepard et al., “Assessment,” in Linda Darling-Hammond and John Bransford, eds. (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. San Francisco: Jossey-Bass, pp. 275-326. Read carefully to p. 298; skim to p. 306. You do not need to read pp. 307-326 at this time; I have included the rest of the chapter in this packet because we will return to it in the fall. [CP and iSite]

HW: Portrait of a Memorable Assignment

Materials:

computer/projector

OHP + objectives on transparency

tape and maybe clips (to post Portraits of a Memorable Assignment)

chart paper and markers

white board markers or chalk

Objectives and Agenda sheet copied onto an OHP transparency

"Rubric for HW #1: Portrait of a Memorable Assignment" (12 copies)

"Formative Assessment: Identifying and Classifying Goals" and "Guided Practice: Writing and Revising Cognitive Learning Goals" (front/back) (12)

"Checklist for Learning Goals (A Reminder)" and "Cognitive Learning Goals in History..." (front/back) (12)

HW #2a and #2b (front/back) (12)

Assessment Pretest (12)

"Developing Good Assessments Template" (copy template front/back) (30)

"Designing Assessments: A Step-by-Step Guide" and "Assessment Examples" (front/back) (12)

Bloom's Taxonomy materials (2 pp. front/back [3 sides total], stapled) (12)

Objectives sheet, copied and cut into 3 (4)

index cards (12)

To do before class:

Agenda + objectives on board (or OHP)

Photocopies

make sure computer, projector work

Activities:

PPT 1	DO NOW: (1) Please put your hw (Portrait of a Memorable Assignment) on the front table (by my stuff). If you can't turn it in (e.g. it's on your computer), don't worry; I'll come check in with you while you're starting lunch. (2) Grab some lunch. (3) We'll start introducing ourselves to each other in 5 minutes, answering the question "What brought you here?" If you're the kind of person who likes to plan your answers ahead of time, this is your opportunity.
1:10-1:50 (40 min)	1. Lunch and Intros: "What brought you here?" – why want to teach, why social studies/history in particular, past experiences, level (hs, ms), goals for future, etc.
2:50 35 min (rotate) + 25 min (debrief) PPT 2-3	2. Carousel: Portrait of a Memorable Assignment <ul style="list-style-type: none"> • rotate and read (note: won't get to all of them since 11 students in class) • Commonalities and differences [Maybe record these as a web, or a concept map? Can add to Repertoire Reference Guide later.] • Link to readings: To what extent (if at all) do these assignment portraits demonstrate characteristics of good teaching as discussed in Perkins, especially, but also <i>UbD</i>? Encourage reference to text as we discuss. • As students talk, make list of characteristics of good teaching on PPT 3
3:10 20 min PPT 4-9	3. Minilesson: Aims of Education; Aims vs. Goals; Types of Goals <ul style="list-style-type: none"> • Student-centered, society-centered, discipline/content-centered • Aims vs. Goals – characteristics, purposes, telling them apart

	<ul style="list-style-type: none"> • Coverage vs. Activity vs. Learning Goals • Types of Goals: Cognitive, Affective, Social/Emotional, Behavioral, Normative <p>In this module, we'll focus on Cognitive Learning Goals. But that's not to slight affective, social/emotional, or behavioral goals. Also, although we're focused on student-oriented goals, these may be embedded in broader society-oriented aims.</p>
3:20 10 min PPT 10	<p>4. Formative Assessment: Distinguishing kinds of goals</p> <ul style="list-style-type: none"> • Aim vs. goal vs. neither • Coverage, activity, or learning goal? • If learning: cognitive, attitudinal, social-emotional, behavioral, other? <p>Distribute "Formative Assessment: Identifying and Classifying Goals" Students take it (don't worry if not complete.) Then check.</p>
3:30 10 min	BREAK
3:45 15 min PPT 11-15	<p>5. Mini-lesson: 3 characteristics of good goals</p> <p>Basic idea of <i>UbD</i>: Goals → Performance Tasks/Assessment → Activities and Resources</p> <p>Hence goals must be:</p> <ul style="list-style-type: none"> • clearly articulated • observable • appropriate <p>True no matter what kind of goals (cognitive, affective, etc.)</p> <p>Now that you know how to identify a cognitive learning goal, let's make sure we're in agreement about what clearly articulated and observable mean.</p> <p>Bloom's Taxonomy (distribute, read silently, then discuss briefly)</p> <p>Appropriate Goals</p> <ul style="list-style-type: none"> • aligned with teaching aims (personal, state standards, etc.) • meet students' and/or society's needs • achievable within contextual conditions (age of students, prior knowledge and skills, time available, etc.)
4:10 25 min PPT 16	<p>6. Guided then independent (or small group) practice:</p> <p>Go back to cognitive learning goals on Formative Assessment, side 2. Working individually or with a partner, work on improving learning goals (4 min each – use timer). Class discussion about each (5 min each)</p>
4:15 5 min	<p>7. Distribute HW #2a: "Independent Practice: Writing Good Learning Goals." Also distribute and look over Checklist for Learning Goals and focuses of Cognitive Learning Goals in History/Social Studies (on back). Answer questions.</p>

4:30 15 min	8. Pretest on Assessment Students have 5 min to take test, 10 min to check/discuss Point out that Carousel allowed assessment in multiple ways, of multiple things.
4:50 20 min PPT 17	9. Think-Aloud: Distribute “ Developing Good Assessments Template ” and “ Designing Assessments: A Step-by-Step Guide. ” Have students fold the Assessment design template in half, hiding the intermediate objectives and formative assessments piece; we’ll get to that tomorrow. Teacher follows the steps on the Designing Assessments Guide to model w/one goal in context how to think through summative assessment.
4:58 8 min	10. Preview HW #2b: “Independent Practice: Designing Good Summative Assessment”
5:00 2 min	11. Closure: Write your name and 2-3 adjectives on your index card to express how you’re feeling right now. OR, if there’s time: Look over the goals I set for today’s class. Rate yourself 1-5 (1=not at all; 5 = totally) as to how much you feel you have mastered each learning goal.

HOMEWORK: Complete both sides of HW sheet, #2a and #2b, to practice writing good goals and developing effective and appropriate assessments.