# Lesson Planning 101:

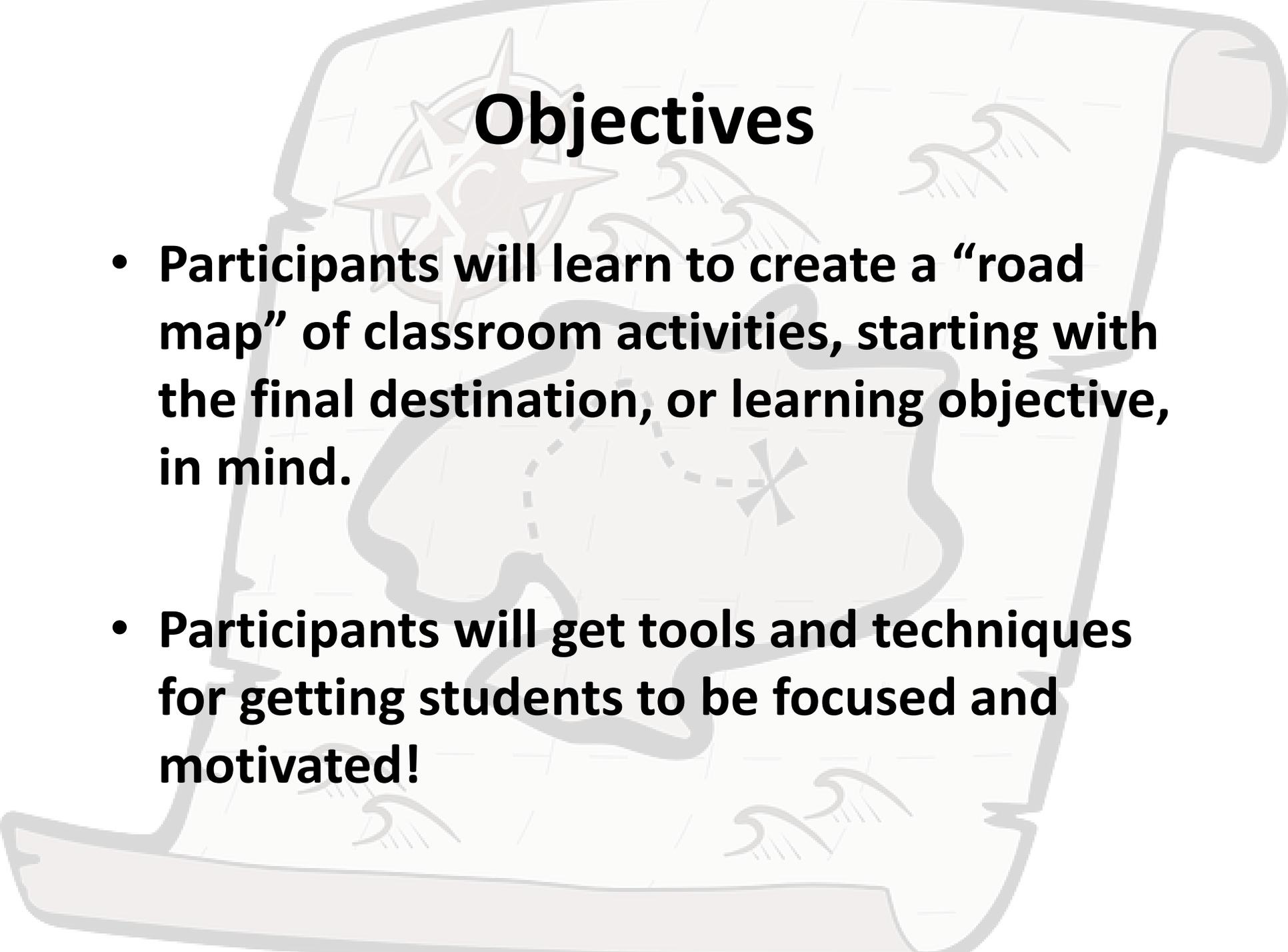## Mapping Activities for a Clear Path to Learning

**Katie Bain**

**Online Projects Coordinator**

**English Language Programs**

# Objectives

- **Participants will learn to create a "road map" of classroom activities, starting with the final destination, or learning objective, in mind.**

- **Participants will get tools and techniques for getting students to be focused and motivated!**

# Have your students ever looked like this?

# Or have you ever felt like this as a teacher?

# Then you may be suffering from a lack of good lesson planning!
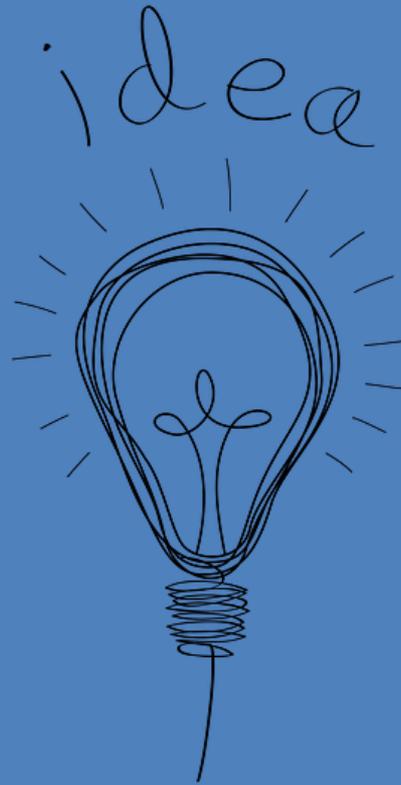
Agree or Disagree…

# Agree/Disagree

I write a lesson plan for my class every single day.

# Agree/Disagree

**"Our students suffer when we fail to appropriately plan for them."**

(Dabbs, 2012, para. 6)

# Agree/Disagree

**Nothing ever goes according to my plan, so I don't write lesson plans.**

# Agree/Disagree

**Lesson planning is less important than my other responsibilities, like grading.**

# Agree/Disagree

I know how to write an organized and effective lesson plan!

Brainstorm

What is the purpose of a lesson plan?

# Workshop Outline

1. **Background:**
   - What do you need to know/consider when creating a lesson plan?

2. **Components:**
   - What are the essential parts of a lesson plan?

3. **Objectives:**
   - Writing clear objectives for you and your students.

4. **Assessment:**
   - How do you assess your students on the lesson objective?

5. **Reflection:**
   - How do you know if your lesson was good?
   - How do you make plans to improve your teaching?

# Background



**Know your Students!**
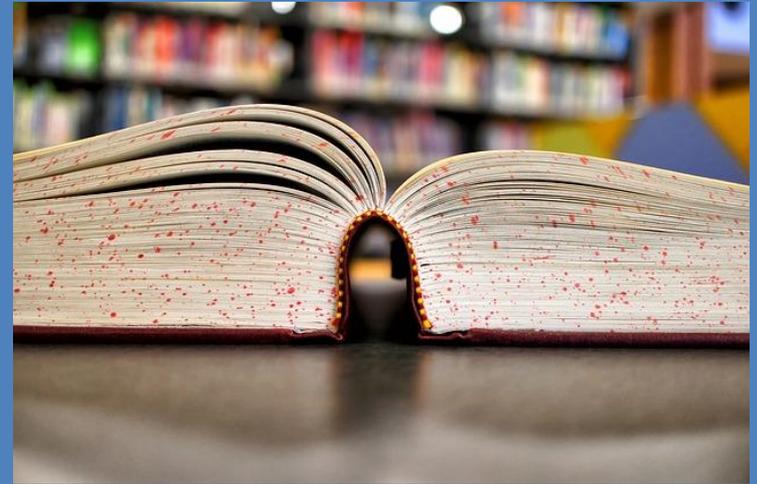
**Know your Content!**
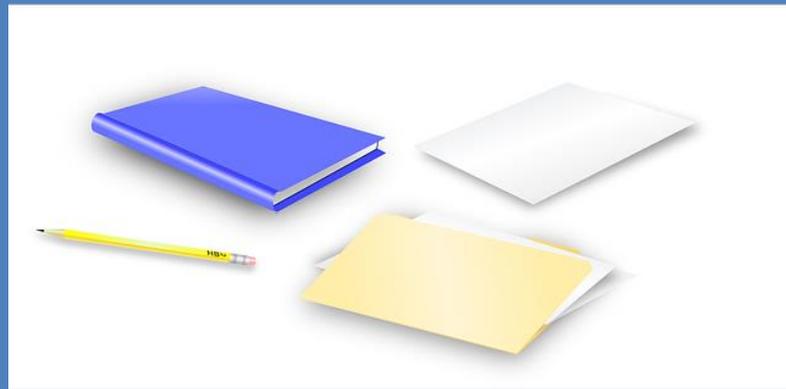
**Know your Resources!**

(Suo, Yan 2013)

# Know Your Students



- Ability levels
- Backgrounds
- Interests
- Culture and subculture
- Education level
- Typical education style
- Extra-curricular or home responsibilities

(Suo, Yan 2013)

# Know Your Content
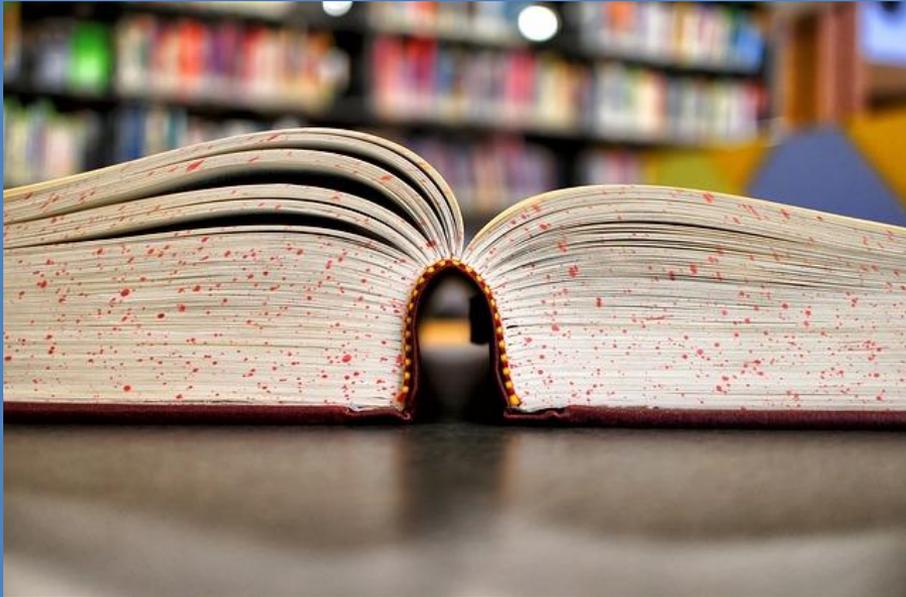


- Curriculum
- Textbook
- Grammar
- Vocabulary
- Subject Material
- Writing Conventions
- Reading Strategies

(Suo, Yan 2013)

# Recognize the Forest and the Trees



**The Broad Perspective**

**The Narrow Perspective**

# "Forest" Level Resources

- TESOL Pre-K-Grade 12 Standards:

  http://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards

- TESOL Standards for Many Levels

  http://www.tesol.org/advance-the-field/standards

- Textbook Resources

- Colleagues

# Know Your Materials/Resources

# Components of a Lesson Plan

- General Information
- Objective(s)
- Materials/Resources
- Procedure
- Assessment

# General Information

- Date
- Class
- Student Level
- Unit Title
- Lesson Title
- Duration of Class
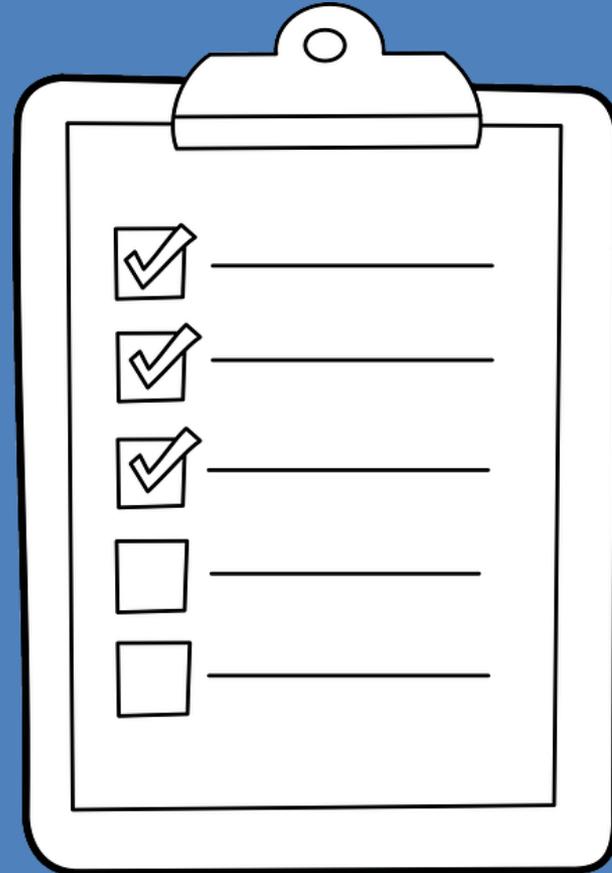
# Objective*

- Determine what you want the students to be able to know and do by the end of the lesson.

- Make it measurable and specific.

- Don't keep it a secret!

- *More on this later!

# Materials

- Make sure you anticipate what materials you and your students will need.

- Make sure to organize and prepare all of those materials before class.

# Procedure

- Write the steps that you and your students will follow, keeping your objective in mind all along the way.

- Write down the timing you anticipate for each activity.

# Assessment*

- **How will you know that students have achieved the objective?**

*We'll come back to this topic a little later!

# What is the most important part of a lesson plan?

a. General Information

b. Objective(s)

c. Materials/Resources

d. Procedure

e. Assessment
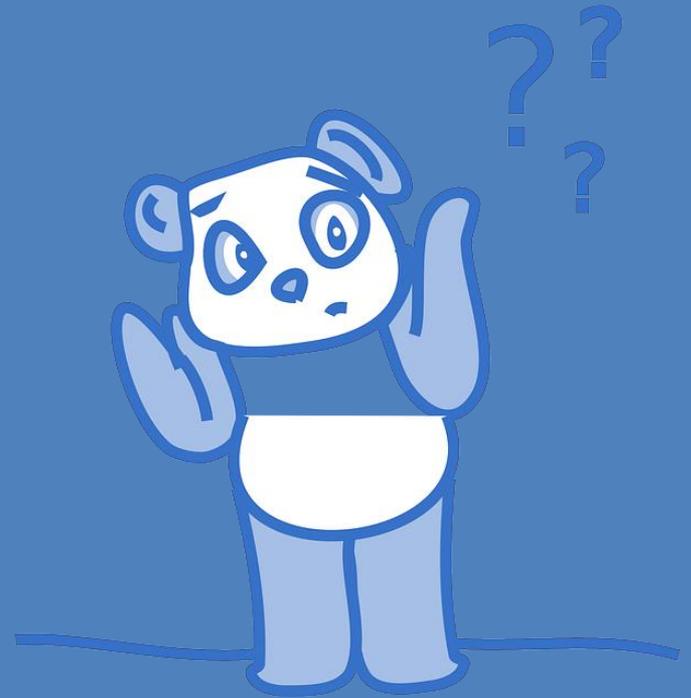
# Katie's Opinion:

- B: Objective

AND

- E: Assessment
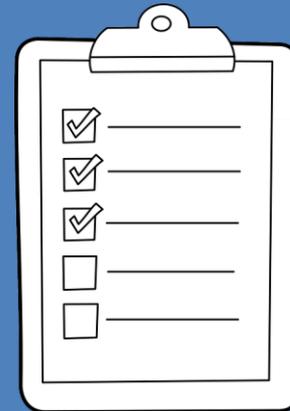
# Objectives
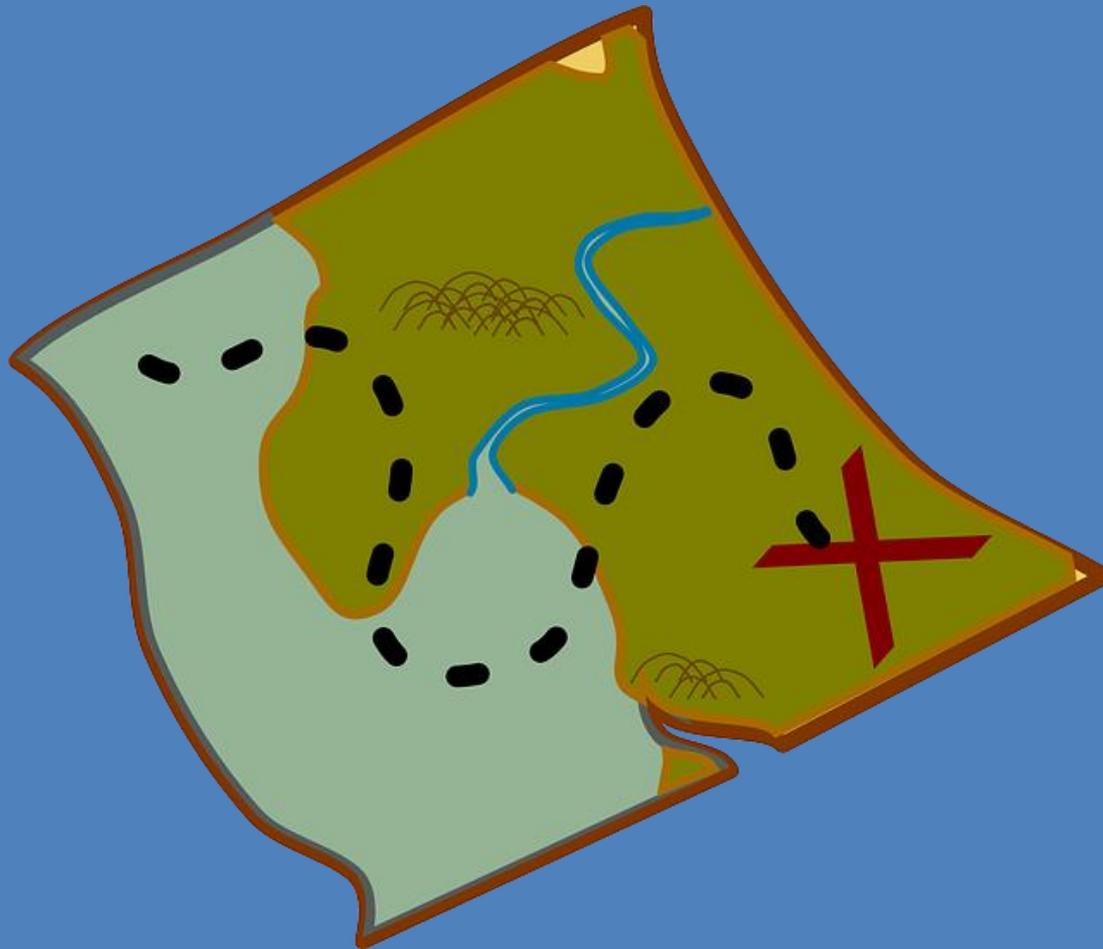
# Why should we write objectives?

To create an end point or destination for learning!

# Objectives

**Who are objectives for?**

a. Administrators/ & Supervisors?

b. You (the teacher)

c. The students

d. All of the above

e. None of the above

# Which goal is clearer?

## Number 1

A: What will your life be like in five years?

**B:  I will be rich!**

## Number 2

A: What will your life be like in five years?

**B: I will have worked at this company for five years and will have bought a car.**

# Which goal is more measurable?

## Number 1

A:  What are your fitness goals?

B: I will lose 10 kilos in four months by exercising every day and eating healthy foods.

## Number 2

A: What are your fitness goals?

B:  I will lose a lot of weight and have great muscles!

# Which goal is more attainable?

## Number 1

A: What is your running plan as a brand new runner?

B: I am going to run a marathon next week!

## Number 2

A: What is your running plan as a brand new runner?

B: I am going to train to run 5 kilometers within 3 months.

# Keep Those Questions in Mind When Writing Objectives

# How do we know if an objective is effective?
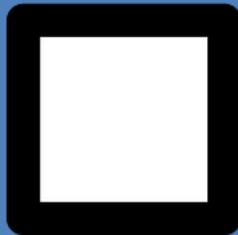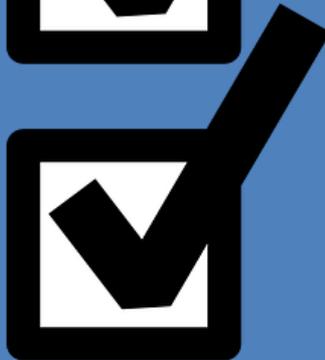
- ✓ **Is it clear?**
- ✓ **Is it measurable?**
- ✓ **Is it attainable?**

# Example Objective #1

*Students will be able to use the present perfect tense by playing a game called*
*"two truths and a lie."*
*(writing and saying 3 sentences in the present perfect tense).*

✓ **Is it clear?**

✓ **Is it measurable?**

✓ **Is it attainable?**

# Example Objective #2

*Students will practice new vocabulary about the classroom.*

✓ **Is it clear?**

✓ **Is it measurable?**

✓ **Is it attainable?**

# Example Objective #3

*Students will write paragraphs about what they did on their summer vacation.*

✓ **Is it clear?**

✓ **Is it measurable?**

✓ **Is it attainable?**

# Example Objective #4

*Students will show understanding of past tense verbs by writing and saying three past tense verbs in a dialogue.*

- ✓ **Is it clear?**
- ✓ **Is it measurable?**
- ✓ **Is it attainable?**

# Example Objective #5

*Students will demonstrate effective writing skills by writing a compare/contrast essay with an introduction, body, and conclusion.*

✓ **Is it clear?**

✓ **Is it measurable?**

✓ **Is it attainable?**

# Now It's Your Turn!

# Choose a topic on the next slide and write an objective.

# Objective Topics

- Classroom Vocabulary
- Cultural Celebrations
- Grammar – Past Tense
- Grammar - /BE/ verb
- Writing an essay
- Reading comprehension
- Animals
- Food
- Holidays

# On your marks, get set, WRITE!

# Assessment!

- "Assessment happens throughout the lesson and at the end."

(Dabbs, 2012, para. 15)

# Have you used any of these assessments at the end of a lesson?

a. Exit slips

b. Verbal response to an ending question

c. Classroom reflection (Today, I learned...)

d. Pop quiz at the end of a lesson

e. Student writing (paragraph)

f. Class survey

g. Many of the above

h. None of the above

# The Exit Slip

- Basically, an exit slip is a piece of paper where a student writes an answer to a question or prompt from the teacher.

  The prompt is related to the lesson objective.

  (Marzano, 2012)
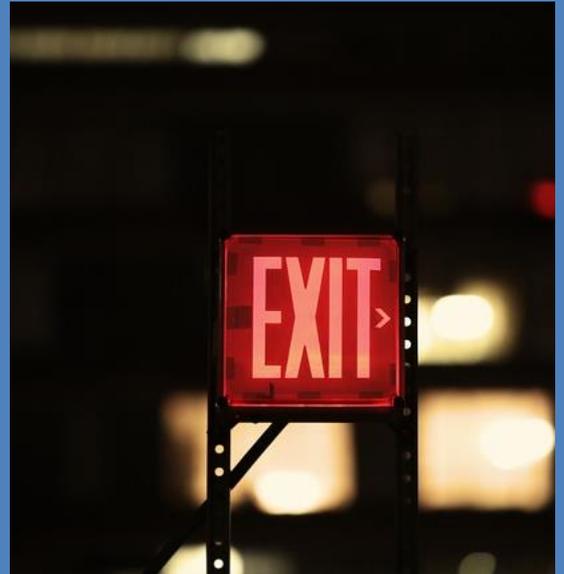
# Many Ways to Use an Exit Slip

Sample Prompts:

1. Write one new word you learned today and draw a picture of it.

2. Do you agree or disagree with this statement?

3. What was one difference between the two articles we read in class?

# Rubrics

- Build rubrics for classroom tasks that test whether a student has mastered the objective.

# Generic Classwork Rubric

# **Classwork Rubric**

**3 points**

## **Prompt Engagement**
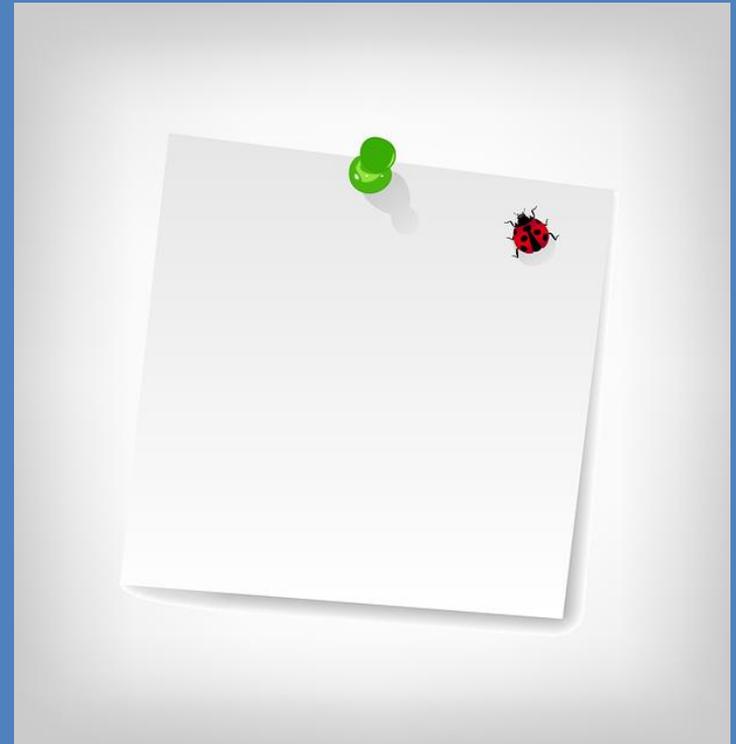– Begins activities directly upon instruction and remains on-task for the duration of the activity, completing assignments in a timely manner

## **Completion of Activities**
– Completes activities efficiently and conscientiously

## **Active Effort**
– Engages in tasks enthusiastically and works hard during the activity

## **Accuracy/Cohesion**
– Language use for assignment was clear and correct according to student level, demonstrating an effort toward improvement in language acquisition. Errors were did not hinder meaning or readability.

## **Class Contribution and Collaboration**
– Involved consistently in class discussion and listens well to other class members. Asks relevant questions. Engages but gives others opportunity to do so as well.

# More Complex Rubric

| Criteria | | Points Received | | |
|---|---|---|---|---|
| | | Exceeds Expectations 3 | Meets Expectations 2 | Does not meet Expectations 0-1 |
| Topic Sentence | Clear topic sentence that identifies the main point | | | |
| Supporting Details | Relevant and accurate supporting details | | | |
| Clarity/ Cohesiveness | Entire summary is clear, concise, and logically ordered | | | |
| Grammar/ Mechanics | Any minor errors do not hinder meaning. | | | |
| Total Points | | | | |
| Comments | | | | |

# Guidelines for Using Rubrics

1. Keep the exact objective(s) in mind that you are assessing.

2. Be as specific or general as you need to be.

3. Share the rubric with students before they begin working on the task.

4. Evaluate students according to the rubric.

5. Refer to the rubric when students have questions about their scores.

# Do you have other ways to assess?

# Ordering Activities
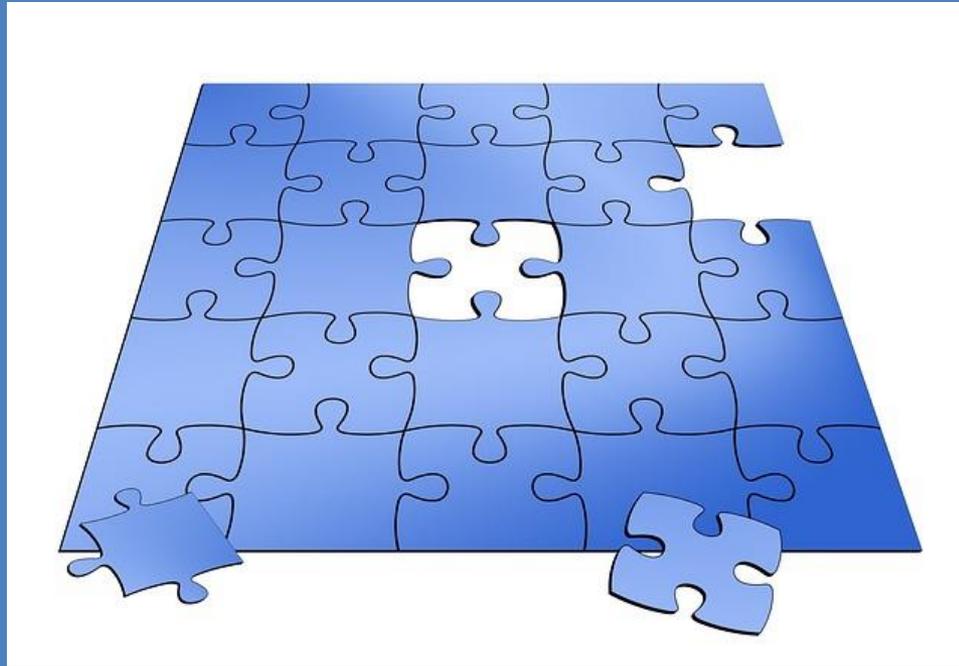


## Filling In the Missing Pieces

# Terms for Sequencing a Lesson Plan

- **Scaffolding**

- **Gradual Release of Responsibility**

- **Guiding the student from "Dependence" to "Independence"**
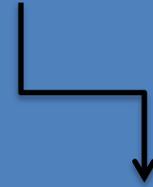
# Ways of Ordering a Lesson

1. Gagne's Nine Events
2. Hunter's 7 Steps
3. 5E Instructional Model
4. I Do, We Do, You Do

# Gagne's Nine Events of Instruction

1. Gaining attention
2. Informing learners of the objective
3. Stimulating recall of prior learning
4. Presenting the content
5. Providing learning guidance
6. Eliciting performance (student practice)
7. Providing feedback
8. Assessing performance
9. Enhancing retention and transfer

Gagne's 9 Events of Instruction. (n.d.). Retrieved January 7, 2015, from http://citt.ufl.edu/tools/gagnes-9-events-of-instruction/

# Madeline Hunter's 7-Step Lesson

1. Anticipatory Set
2. Objective/Purpose
3. Instructional Input
4. Modeling
5. Checking for Understanding
6. Guided Practice
7. Independent Practice

Lesson Plan Model: Madeline Hunter's Seven Step Lesson Plan. (n.d.). Retrieved January 7, 2015, from http://yasuo.mysite.syr.edu/Document/Lesson Plan/4.Lesson Plan Model - Madeline Hunter's Seven Step Lesson Plan.pdf

# 5E Instructional Model

1. Contains an objective.

2. Begins by piquing student interest.

3. Explanations are first given by the students then clarified by the teacher.

4. Students will develop their skills in further activities.

5. Students show how they mastered the objective.

BSCS 5E Instructional Model. (n.d.). Retrieved January 7, 2015, from http://bscs.org/bscs-5e-instructional-model

# I Do, We Do, You Do
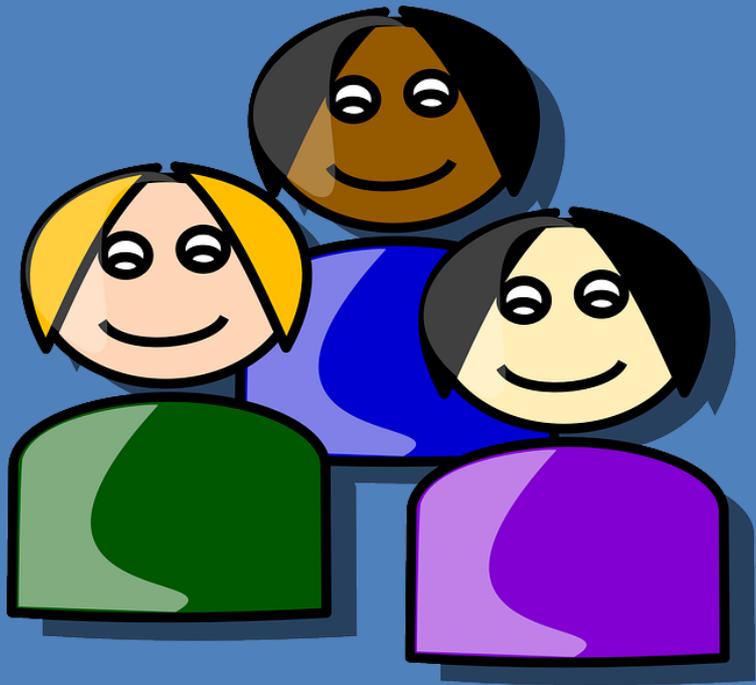
- Teacher models the skill

- Students work in pairs or groups on the skill with teacher feedback

- Students complete the activity on their own (rubric is used to assess).

Gradual Release of Responsibility: I Do, We Do, You Do. (n.d.). Retrieved January 7, 2015, from http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf

# Let's Try Logical Ordering!

**Objective:**

Students will be able to write a logically ordered paragraph about a recently celebrated holiday. (Topic Sentence, Supporting Sentences, Concluding Sentences)

# Lesson Order

- Warm-up:

    Students brainstorm what they did during a recent holiday or celebration.

1. Teacher presents a good paragraph and points out how it is organized.

2. Students work in groups to order sentence strips correctly as a logical paragraph.

3. Students use brainstormed ideas to write a paragraph of their own.

# Now You Try!

- Objective:
  - Students will be able to use five simple past tense verbs in short presentations to describe their weekends.
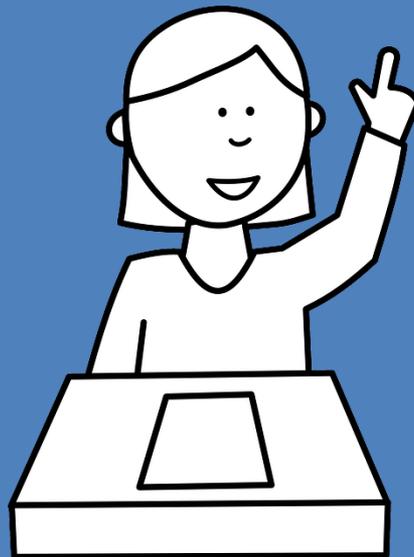
# Put These In Order

Warm-up: Students will draw a picture of something they did over the weekend.

A. Students work in pairs to change present tense verbs to past tense verbs within a paragraph.

B. Students write and then present their paragraphs.

C. Teacher shows an example of her own picture and explains her weekend, emphasizing past tense verbs.

D. Students work in pairs to brainstorm a list of activities that they did over the weekend using past tense verbs.

# Correctly Ordered

1. C - Teacher shows an example of her own picture and explains her weekend, emphasizing past tense verbs.

2. D - Students work in pairs to change present tense verbs to past tense verbs within a paragraph.

3. A - Students work in pairs to brainstorm a list of activities that they did over the weekend using past tense verbs.

4. B - Students write and then present their paragraphs.

# Logical Ordering is Important!
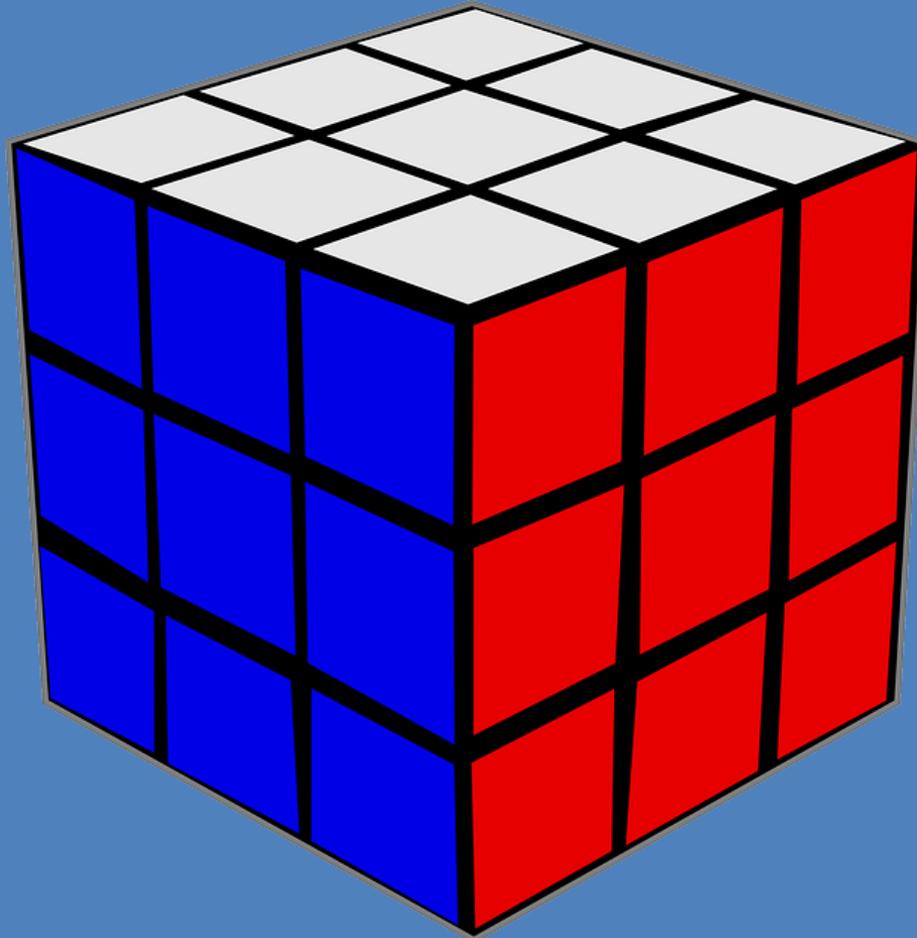
# Reflecting on Your Lesson

How do you know that your lesson was good?
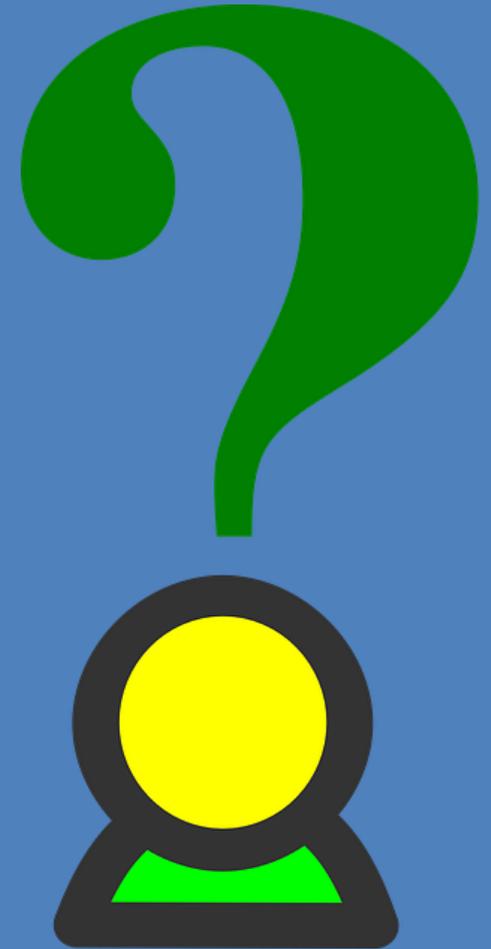
# Reflection

- Journaling
- Discussing with colleagues
- Asking your students
- Analyzing assessments

# Reflection Questions

1. What went well?

2. What did not go well?

3. How did my students respond?

4. How did my students do on the assessment?

5. What would I have done differently?

6. What will I do tomorrow?

7. How can I improve?

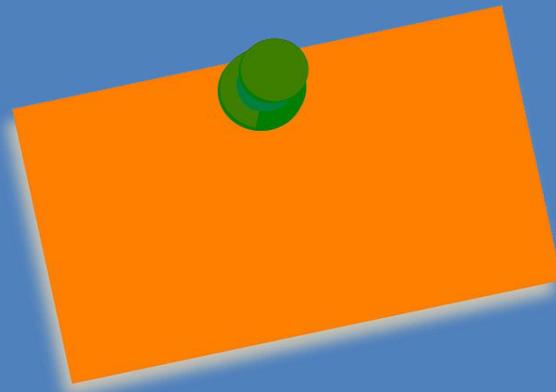# What do you do to reflect on your lessons?

# Other Lesson Planning Considerations

1. Warm-up / Motivation

2. Transitions

3. Keeping 'em active

4. Logical Sequencing

5. Teacher talk / Student talk

# Your Exit Slip!

What are the most important components of a lesson plan and why?

How will your lesson planning change or be affected by what we discussed today?

THANK YOU!

# Sources

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