

**Expert’s Guide to Lesson Plans**  
(print outside of printable area = yes)

<b>ELEMENT</b>	<b>DESCRIPTION</b>
<b>Getting Started</b>	<ul style="list-style-type: none"> <li>• Unit and lesson planning are like learning to drive; it’s very difficult at first, but after practice, it becomes habitual. After much practice and feedback, you will begin to design your own format and develop abbreviations, etc.</li> <li>• Good teaching is characterized by good planning. Consider the learning you had when taught by a teacher who was unprepared. Your students deserve quality from a professional!</li> <li>• You will always need to spend time planning your lessons. A well-taught lesson shows your commitment to the expectation of learning by the students and sends you on your instructional trip with a thoughtful roadmap. Good planning = An Effective classroom!</li> <li>• In your Regis University coursework, please use the Regis lesson and unit plan formats as described on this site.</li> </ul>
<b>Title</b>	<ul style="list-style-type: none"> <li>• As part of the appeal for the lesson, students enjoy titles for lessons that are descriptive, mysterious, and intriguing. If students put assignments in an agenda or homework notebook, a title for the lesson will help make a connection to the work to be done.</li> <li>• Students often ask, “What are we doing today?” This is better than their asking, “Are we doing anything today?” Titles -- as part of a process to focus student attention -- could be on the board daily with the date along with other information the teacher provides for students on a daily basis. Use of a simple focus element like a title is the touch of a master teacher.</li> </ul>
<b>Content Area Grade Duration</b>	<ul style="list-style-type: none"> <li>• <b>Content Area:</b> Subject area to be taught. The lesson should be appropriate for your licensure area.</li> <li>• <b>Grade:</b> Grade level of student</li> <li>• <b>Duration:</b> Amount of time required for the entire lesson. Usually, the lesson will be developed for one class period. It should be appropriately long for the grade level.</li> <li>• It may be helpful to note the time available for each part of the lesson to keep from being distracted or sidelined from what needs to be accomplished. In order to meet the objectives of the lesson, time must be an important consideration.</li> </ul>
<b>Standards and Benchmarks</b>	<ul style="list-style-type: none"> <li>• The teacher needs to know what measures of performance (standards) are to be expected in addition to what type of lesson is to be presented, procedures to be followed, and what students are expected to do. State content standards for students should be included here. Example of a standard for mathematics: Standard 5 – Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.</li> </ul>

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	<ul style="list-style-type: none"> <li>• A benchmark represents a certain reference point (sub-standard) on an assessment scale. Example of a benchmark for mathematics (grades 9 – 12): 5.1 Measure quantities indirectly using techniques of algebra, geometry, or trigonometry.</li> <li>• Consider that District benchmarks align to State Standards..</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Objectives are specific, measurable statements aligned with state standards that describe desired student behavior at the end of a lesson. (Think “less is better” here.)</li> <li>• Objectives <b>MUST</b> align directly to activities and assessments</li> <li>• Before the lesson is prepared, the teacher should have a clear idea of learner outcomes (objectives) to be addressed in the lesson. Ask the question, “What specifically should the student be able to know, do, and care about as a result of the lesson?”</li> <li>• After each objective, be sure to give the thinking skill level according to Bloom’s Taxonomy.</li> </ul>
<b>Pre-Assessment/Activating Background Knowledge</b>	<ul style="list-style-type: none"> <li>• <b>Pre-Assessment/Activating Background Knowledge:</b> An assessment is the process of collecting and interpreting information about student achievement. The pre-assessment works in tandem with the final assessment and what you want students to know and be able to do at the end of the lesson. Assessments must be specific, measurable and tied directly to your objective. Teachers must develop a repertoire of various assessment strategies and vary them accordingly.</li> <li>• Be sure to use enduring understandings and essential questions in order to activate the learners’ previous knowledge so that new learning can take place.</li> <li>1) <b>Enduring Understandings:</b> Enduring understandings refer to the important ideas that you want the students to retain upon completion of the unit of instruction. They refer to the big ideas that you want students to remember after they have forgotten the details. They answer the question “Why is this topic worth studying?” Example: The effectiveness of a disease prevention strategy can be evaluated by comparing rates of disease in people who were and were not exposed to the strategy. Factors such as costs and other strategies must also be considered.</li> <li>2) <b>Essential Questions:</b> An essential question refers to what the students are investigating during the daily lesson. Essential questions emerge from the enduring understandings of the lesson. Concentrate on one essential question for each lesson. Review previous questions and connect them to the current question. Example: Did the disease prevention strategy work?</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assess the post-instructional accomplishments of the learners and calculate student-by-student, or for the entire class, or for a selected group of students the growth in learning achieved. Assessments can be formative or summative.</li> <li>1) <b>Formative:</b> An assessment that gives information about a</li> </ul>

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	<p>student's achievement during the period of instruction. Examples of formative assessments include quizzes, initial drafts, and questions during the lesson.</p> <p>2) <b>Summative:</b> An assessment that gives information about a student's achievement at the end of the instruction. Examples of summative assessments include final exams, final drafts, and final projects.</p> <ul style="list-style-type: none"> <li>• It is essential that the content and format of the assessment match the teaching/learning strategies/objectives found in the lesson.</li> <li>• If an authentic assessment is appropriate, a rubric or other evaluation criteria is necessary and should be given to students before the assessment to provide direction for review and preparation for the assessment. (An authentic assessment is when the student demonstrates knowledge, skills, or behavior in a real-life context.)</li> <li>• If an objective assessment is appropriate (e.g., multiple-choice test), the students should be prepared for the content and level of critical thinking required.</li> <li>• Preparation for testing by self review, peer review, or class review may be appropriate.</li> <li>• Consider whether variety in assessments should be used as a means to address different student learning styles. (<b>UDL considerations</b>)</li> </ul>
<p><b>Differentiation/UDL Considerations</b></p> <p>(UDL is a required consideration in creating all lessons)</p>	<ul style="list-style-type: none"> <li>• To differentiate instruction is to recognize students' varying background knowledge, culture, readiness, language, preferences in learning and interests, and to react responsively.</li> <li>• Differentiated instruction is a necessary and important process in planning and teaching of all students. You can differentiate <b>content, process</b> or <b>product</b>. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.</li> <li>• Planning ahead will allow for good design of materials or presentations with a view to Universal Design for Learning. (UDL)</li> <li>• Please use the UDL modifications worksheet included in the Lesson Plan Template.</li> </ul>
<p><b>Resources and Materials/Technology- (Integration of some form of technology is REQUIRED.)</b></p>	<ul style="list-style-type: none"> <li>• The teacher will need to list those supports and supplies that are pertinent to the lesson.</li> <li>• Prepare materials in advance of the lesson. Keep preparation time to a minimum by listing the required items in the lesson plan. This way you will know what is needed at a glance.</li> </ul>
<p><b>Preparing Students for the Lesson:</b></p> <ul style="list-style-type: none"> <li>• <b>Transitions</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Transitions:</b> Overseeing the movement and change of students from one place or activity to another is the process of transition. Unfortunately, many people think that transitions happen</li> </ul>

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<ul style="list-style-type: none"> <li><b>Expected Behaviors</b></li> </ul>	<p>automatically, when in fact, effective teachers model and practice them. In turn, this work saves enormous amounts of time throughout the school year. When teaching transitions, effective teachers realize that this is much more than moving bodies from one place to the next regardless of grade level. Both time and sound need to be considered. For example, giving students a time limit of thirty seconds or one minute to move, along with explicit directions on how loud they can be, can be very effective. Giving them guidelines on how noisy they can be is a critical component. Thus, the investment of time in teaching transitions is extremely important.</p> <ul style="list-style-type: none"> <li>• <b>Expected Behaviors:</b> When beginning a lesson, another investment that will pay huge dividends is to be sure that students clearly understand the behaviors and procedures expected of them while you are teaching. This can include what is on their desk (remember that hands fiddle), how to provide input with hands up or not, how they are to be seated (i.e., at lower elementary, sitting in front of the teacher on the floor), and the like. Sharing these expectations, and frequently reviewing and rehearsing them, can again save you immense amounts of time.</li> <li>• <b>The learning and the purpose:</b> Have you ever been in a classroom where you didn't know what the instructor wanted you to do or what they wanted you to learn? Students need to be on the same page as the teacher when it comes to learning. One of the ways to accomplish this is to tell students what the objectives of the lesson are and what learning they are supposed to be getting from this lesson. After all, it is not a secret. In addition, there ought to be a really good reason for you teaching this lesson. This may be evident to you but may not be evident to the students. So, tell why. <b><u>It is required to "state the objective" to the students.</u></b> WHAT will they be learning today and WHY is it important? This ties the objective to the activity and the assessment. <b><u>If you can't think of a compelling reason to teach whatever the lesson is, it shouldn't be taught.</u></b></li> </ul>
<p><b>Teaching the Lesson (1-7)</b></p> <p><b>1)Motivation/Anticipatory Set</b></p>	<ul style="list-style-type: none"> <li>• <b>Motivation/Anticipatory Set:</b> The anticipatory set puts the students in a receptive frame of mind, thus the word, "anticipatory." It addresses the motivation for the lesson. How will the students become enticed to become active learners? The anticipatory set is brief and usually less than 5 minutes.</li> <li>• <b><u>Excitement is contagious! Unfortunately, so is boredom. If you would like to influence how your students approach a lesson or an activity, then model your enthusiasm and excitement about a topic.</u></b></li> <li>• Think about these two examples for Anticipatory set. Which one would engage students in what is about to be taught??</li> <li>• A) "Okay kids, now we are going to read a book to go with</li> </ul>

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	<p>a lesson on frogs, which the school board mandates.”</p> <ul style="list-style-type: none"> <li>• B) The teacher meets the students at the door as they enter or walks into the classroom wearing flippers, a snorkel and mask. He/She states that “Today, we will be learning about frogs and how their life cycle.”</li> <li>• In short, you will get what you give.</li> </ul>
<p><b>3) Teacher Input, Modeling &amp; Checking for Understanding</b></p>	<ul style="list-style-type: none"> <li>• <b>Teacher Input, Modeling, &amp; Checking for Understanding:</b> During <u>input</u> the teacher provides the information through lecture, videos, etc. Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work (<u>modeling</u>). Finally, the teacher determines whether or not the students have “got it” before proceeding (<u>checking for understanding</u>). If students do not appear to have grasped the material, re-teaching may be necessary. In order for the teacher to make adjustments for future lessons or revise the current lesson, feedback is necessary. Waiting until the final test is not appropriate.</li> <li>➤ A variety of instructional strategies are used to teach the lesson from teacher input to independent practice. Below are different ways to teach the lesson, including but not limited to, the following:             <ol style="list-style-type: none"> <li>1) Cooperative Learning</li> <li>2) Role Play</li> <li>3) Inquiry-Based (question /answer, scientific process)</li> <li>4) Problem-Solving</li> <li>5) Group Discussion</li> <li>6) Case Studies</li> <li>7) Primary Sources</li> </ol> <p>Consider alternative strategies for the lesson if your current strategy is not effective. Flexibility is the key!</p> </li> </ul>
<p><b>4) Guided Practice</b></p>	<ul style="list-style-type: none"> <li>• <b>Guided Practice:</b> This is the opportunity for the student to demonstrate grasp of new learning by working through an activity or exercise under the teacher’s direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual help if necessary.</li> </ul>
<p><b>5) Independent Practice</b></p>	<ul style="list-style-type: none"> <li>• <b>Independent Practice:</b> Once students have mastered the content or skill, it is time for reinforcement practice. It should be provided on a repeating basis. It may be in the form of homework, group work or individual work in class.</li> <li>• Individual learning styles can best be accommodated during independent practice. Using multiple modalities in the homework and practice can reinforce the learning from a variety of viewpoints. ( <b>UDL considerations</b>)</li> </ul> <p>Incorporating a variety of learning styles and multiple modalities will ensure that all learners’ needs are met. This will also enable learners to develop schema for learning even when they cannot use</p>

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	<p>their preferred style. Remember that some learning occurs best when the learner is moved outside his/her comfort zone.</p>
<p><b>6) Review/Re-Do</b></p>	<ul style="list-style-type: none"> <li>• Review Objective: “What are we learning and why?”</li> <li>• Check for understanding Review/Re-group/Re-teach</li> </ul>
<p><b>7) Closure</b></p>	<ul style="list-style-type: none"> <li>• <b>Closure:</b> List those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. The three purposes of closure are to cue students to the end of a lesson, to help organize student learning, and to help form the big picture for the student by reviewing key points. Closure is brief and usually less than 5 minutes.</li> <li>• Reference to the essential question and the information gained from the lesson because of the question provides the teacher with feedback about student learning. Asking for details to support statements about what was learned, asking students to build upon other students’ answers, or a summary statement on a card as an exit ticket from the room at the end of class could all be forms of closure.</li> <li>• Teacher expectations for closure should be no less than the expectations for best effort during a lesson.</li> <li>• Example: “What did we learn today and why was it important?” You can have them:             <ol style="list-style-type: none"> <li>a) Tell their neighbor</li> <li>b) Pair/Share</li> <li>c) Write “exit tickets” at end to tell individually what they learned</li> </ol> </li> </ul>
<p><b>Reflections</b></p>	<ul style="list-style-type: none"> <li>• <b>Reflect</b> on your lesson and on the following:             <ol style="list-style-type: none"> <li>a) Classroom environment</li> <li>b) Transitions</li> <li>c) Statement of objective (Was it clear?)</li> <li>d) Meeting the needs of ALL learners (UDL)</li> </ol> </li> <li>• Summarize, interpret, and consider the gains in academic performance levels of students in relation to where students were prior to instruction, the context in which teaching and learning occurred, and the implications of this analysis for one’s own professional effectiveness and development. Reflection questions may include:             <ol style="list-style-type: none"> <li>1) How did the class do as a whole?</li> <li>2) Did the objectives align with your activities and assessments?</li> <li>3) What worked well? What were some successes?</li> <li>4) What could have worked better? What might you try next time?</li> <li>5) What differentiation and UDL considerations were utilized?</li> <li>6) What significant learning occurred for you as a teacher? As a professional?</li> </ol> </li> </ul>