A lesson plan is bounded by and describes what will happen within a single class lesson of approximately 45 minutes (90 minutes in block scheduling).

**Four Components of a Lesson Plan**

1. **Instructional Objectives**
   What students should know and be able to do after the 45 minutes of instruction? These are specific “instructional objectives” and create a clear lesson focus. In classes with high percentage of ELL’s list “language objectives” as well as the subject’s content objectives. Standards from the curriculum frameworks are much more global and usually represent long-range objectives. It is common practice to visually post the lesson focus objectives in the same spot in the classroom for students to see daily. Many teachers also display the standards.

2. **Teaching Activities and Strategies**
   These should tie back to and support your objectives. These are the planned events and interactions that will take place during the 45 minutes of instruction to support achievement of the objectives. These include specific instructional techniques such as demonstration, pair shares, pre-scripted questions, problems for students to solve or tasks to work on. This section done in outline form or format of 2-3 columns is useful. How will the lesson begin? Include a “hook” or motivator for students. A variety of strategies is almost always desirable (perhaps three different instructional activities during the 45 minute class with planned transitions). The strategies should be strategically sequenced and based on time available. List time allotments for the different segments of the lesson. How will you “conclude” the lesson and summarize or integrate the learning?

3. **Assessment**
   Description of how student learning from the lesson will be assessed. Include “in-class-during-instruction” assessments such as oral questioning, moving about and observing students in work groups, collecting summary paragraphs or problem sheets at close of lesson. There will also be longer range assessments if appropriate (homework, quiz or test, project completion). But the lesson plan should include instructional assessments for the 45 minute class.

4. **Materials**
   Resources and materials needed to carry out the lesson. Handouts, video player, blank transparencies, maps, lab equipment, etc.
Instructional Objectives

At a minimum, a well stated instructional objective:

- Describes a student learning outcome that is the result of instruction.
- Is stated in terms of an observable process or behavior that the student will perform.
- Indicates the content matter on which the student performs the behavior.

A simple model for preparing instructional objectives is:

*The students can (observable process or behavior) (content).*

Examples:

- The students can list the three causes of the Civil War.
- The students can translate a Spanish paragraph into English.
- The students can write balanced chemical equations.
- The students can state the main idea of a short story.
- The students can explain the water cycle in their own words.

Select a proper verb when writing objectives; avoid subjective, abstract verbs such as: learn, realize, understand. The Verb Bank referenced to Bloom’s Taxonomy is a useful tool (see page 69 in Airasian).
Child Development and Assessment for Learning
01.502(202)

Assignment: Lesson Plan Project

DESIGN A LESSON PLAN:

Consider a unit you will teach in your subject area. Then, design a lesson that would be part of that unit.

Context: State the grade level, subject area, type of class, and length of the period for which the lesson is designed. Briefly describe (in a paragraph) the Unit.

Title: Give your lesson a title.

Format: Design the lesson thoroughly and completely according to the format, “Four Components of a Lesson Plan,” we have studied in class. Your Lesson Plan Project will probably be a minimum two pages in length.

Criteria: Your lesson plan will be evaluated according to these criteria:
• Completeness according to the above assignment directions.
• Quality of instructional objectives (see Airasian for guidance).
• Match between learning activities стратегий and the objectives.
• Presence of a “hook” or launch activity.
• Appropriate “variety” of activities стратегий.
• Motivational value of activities стратегий.
• Sequence and coherence of activities стратегий.
• Appropriate time signatures for activities стратегий.
• Careful attention to assessment component of the plan.
• Presence and quality of ten prescripted questions to support the lesson.

Note: In all work, be sure to cite and credit any sources you use to design your lesson plans, activities, assessments (print, web-based or otherwise).

Note: We will share our Planning Projects in small groups during class and I will then collect them for grading.
**TEMPLATE FOR THE LESSON PLAN PROJECT:**

Name:

Context:

Title:

Instructional Objectives:

Lesson Activities/Strategies:

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITIES/STRATEGIES</th>
<th>TEACHER</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 min</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40-45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment: