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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Education and Training |
| **Course Name** | Instructional Practices |
| **Lesson/Unit Title** | The Art of Planning a Lesson |
| **TEKS Student Expectations** | **130.164. (c) Knowledge and Skills**  (2) The student explores the teaching and training profession. The student is expected to:  (B) determine and implement knowledge and skills needed by teaching and training professionals  (C) demonstrate and implement personal characteristics needed by teaching and training professionals  (D) identify qualities of effective schools |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Create lesson plans that are content specific * Deliver lesson plans to a classroom of students * Review the course TEKS and student expectations * Demonstrate effective verbal, nonverbal, written, and electronic communication skills * Have an opportunity to hold/participate in a local lesson plan competition |
| **Rationale** | Have you ever thought about what work goes into planning the perfect lesson? What preparation do teachers do to ensure the lesson is delivered in an effective manner? Your teachers probably spend more time than you have ever thought about planning and getting ready for the lesson. During this lesson, you will plan, create, and deliver your own lesson. |
| **Duration of Lesson** | Four 45-minute classes periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Anticipatory Set:** Activates the students’ prior knowledge  **Bloom’s taxonomy:** A classification of learning objectives within education  **Direct Instruction:** How you will present the most important lesson information to your students  **Evaluation:** To judge the value or condition of (someone or something) in a careful and thoughtful way  **Guided Practice:** Outline of how your students will demonstrate that they have grasped skills and concepts  **Independent Practice:** Allows students to reinforce skills and synthesize new knowledge by completing a task on their own  **Lesson Assessment:** Therefore, teachers have lesson closure and why they review. The format can vary  **Lesson Closure:** This activity is how teachers find out if students have learned the objectives of the lesson  **Lesson Plan:** A detailed guide for teaching a lesson  **Objective:** Something that one’s efforts or actions are intended to attain or accomplish  **Student outcome (student goal):** The knowledge, skills, and abilities that students have attained because of their involvement in a set of educational experiences  **Technology:** The application of tools and information that is used to support learning  **TEKS:** The Texas state standards for what students should know and be able to do |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Presenter/remote * Computer lab with Internet access (be sure to follow district guidelines for Internet access)   **Materials:**   * Index cards   **Supplies:**   * Curriculum binders * Educational textbooks pertaining to lesson planning * Samples of lesson plans at the elementary, middle school and high school levels * Copies of handouts   **PowerPoint:**   * The Art of Planning a Lesson   **Technology:**   * Planbook Touch for iPad  Keep all of your lesson plans at your fingertips with this easily accessible lesson plan with this Apple product.<http://www.hellmansoft.com/planbook/ipad.html>   **YouTube:**  Lesson Planning 101  Dr. Linda Karges-Bone gives a workshop for new teachers, critical needs teachers, schools with low-test scores and schools serving at-risk populations.<https://www.youtube.com/watch?v=Yk1mi1egpgk>  **Graphic Organizer:**   * KWL Chart – Lesson Planning * Lesson Planning Note-taking   **Handouts:**   * Bloom’s Taxonomy Action Verbs * Effective Lesson Planning * IRD Lesson Plan Template * Lesson Plan Template * Lesson Plan Project * Lesson Plan Project Rubric * Scavenger Hunt – TAFE Lesson Planning and Delivery Competition * Scavenger Hunt – TAFE Lesson Planning and Delivery Competition (Key) * TAFE Lesson Planning and Delivery – CTE Competition * TAFE Lesson Planning and Delivery – Humanities Competition   TAFE Lesson Planning and Delivery – STEM Competition |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to the lesson:**  Before class begins, make sure to have index cards ready to hand out to students and slide explaining instructions on the screen.  Arrange the classroom, hand each an index card. Ask them to write down one thing they already know about lesson planning on one side and their name on the other side.  When class begins, remind students that “leaders volunteer.” Ask for students to raise their hand and “volunteer” to read their response on their index card. Select all “leaders” will to share their answers. If needed, add additional information to individual answers to insure the answer is correct.  Allow the students 15 minutes to complete the assignment. Go over the answers with the students. Then ask the following:   * Why is it necessary for teachers to plan? * What are some consequences of teachers who do not plan? * What are some things that can go wrong with a lesson? * How can teachers avoid some of those things that can go wrong?   Distribute graphic organizer, KWL Chart – Lesson Planning. Have students fill out the first two columns of the chart. Ask students to write down what they already know about lesson planning and what they want to learn about lesson planning in the second column. The last column will be completed during Lesson Closure. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and their definitions.  If the outcome of this lesson will be used to enter the TAFE competitive event LESSONPLANNINGANDDELIVERY – CTE, LESSONPLANNINGANDDELIVERY – HUMANITIES or LESSONPLANNINGANDDELIVERY – STEM. Review competition guidelines at this time. See TAFE Advisor Handbook for details.  Provide students with Lesson Planning Note-taking or have them take notes in their journals.  Introduce PowerPoint, The Art of Planning a Lesson. Students will be expected to take notes while viewing the slide presentation. Allow time for classroom discussion.  Throughout the lesson, refer to the Word Wall so that students may become familiar with terminology. You may use a site such as wordle.net or tagxedo.com to create a digital word wall.  Using Slide Presentation Notes, students will have an opportunity to reflect, review, and respond to the information pertaining to the PowerPoint. They will write a summary of questions, topics or statements which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How is this going to help you in the future?   Allow for questions and answers to check for understanding.  YouTube video included in the PowerPoint presentation:   * Lesson Planning 101  Dr. Linda Karges-Bone gives a workshop for new teachers, critical needs teachers, schools with low test scores and schools serving at-risk populations.<https://www.youtube.com/watch?v=Yk1mi1egpgk>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing assistance with note-taking, navigating to the web, and completing the assessment * providing extra time for oral response * providing frequent feedback |
| **Guided Practice \*** | Provide students with a basic lesson plan template of your choice. The handout, Lesson Plan Template or IRD Lesson Template has been provided for your students. You may want to provide them with both paper and electronic versions of the lesson plan template.  Distribute Bloom’s Taxonomy Action Verbs handout to assist the students in writing their objectives.  Inform students that they will be creating a lesson plan TOGETHER, as a class. Everyone will be expected to provide suggestions throughout the activity, and everyone will be expected to fill in their template with the same information. This document will become THEIR personal lesson plan example, one that can be referred to, for writing ANY basic lesson plan.  Make sure all of your students can clearly see the computer, smartboard, or projector you are using.  **Option:**  Begin by asking students what course they want to write the lesson for. Remind them that it can be for an elementary, middle school or high school course. It might be easier to have them select a high school course since they are familiar with these courses.  If your students have already been introduced to and taught about the TEKS, review this information, and locate the TEKS for the course they want to write the lesson for. Once the TEKS are located, as a class select the TEK and student expectation to be addressed. Help them select something simple.  If your students are familiar with converting a TEKS student expectation into learning objectives, as a class, guide them through this process.  Once lesson TEKS, student goals and learning objectives are provided/determined, as a class, brainstorm appropriate anticipatory set activities that could be used to introduce the topic/lesson to students and make that “real world” connection. As a class, decide on the “best” suggestion. Write/type it in the template section for the Introduction. This is also known as an Anticipatory Set. Remind students to copy this information on their lesson template.  Move on to the Lesson Procedure Component. What are three or four terms and definitions that students will need to know to learn the objectives? What are three bits of information you MUST teach to your students for them to meet the learning objectives? Allow for discussion and have them select the best Direct Teach Strategies. On a smart board or computer screen projection, write in their ideas and again remind them to write it on their template.  Next, discuss the Guided Practice portion of a lesson plan. This portion will be part of the Lesson Procedure of the Lesson Plan Template.  Script:  You have determined how you are going to “hook” your students with your anticipatory set. You have already taught important information to your students during direct teach. What activities can you think of that will allow students to practice what you just taught them? Remember, this is when your students are going to show you how much of what you taught them they understand. It can be a practice worksheet, hand on activity or even homework. It can be done individually or in groups. There can be more than one activity. Discuss and allow students to decide on one or two activities for guided practice of their lesson. Write it on the master template for everyone to see and copy onto their template.  Okay, so now, we have the “hook,” we have taught them the relevant information they need to learn, and we have activities in place that will guide them and allow them to practice using the information/skills we taught them.  Now we need to determine the Independent Practice— What are we going to have them do “independently” that will allow them to shine and “prove” they understand what we taught them? Remember it can be a quiz or test but let’s think of “real world” situations that will allow students to use their new skills/concepts/information.  At the very end of the lesson, after students have worked independently, you must give the students some type of recap of the day(s)’ lesson. Review key terms and objectives with your students.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing extra time for oral response * providing frequent feedback * providing extra time for oral response * providing peer tutoring * reducing length of assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Introduce Lesson Plan Project and Lesson Plan Project Rubric. Projects will be graded using the Lesson Plan Project Rubric.  Inform students that their project will consist of two parts. They will be preparing a 20-minute basic lesson plan on the topic of their choice AND “teaching” it to the class. The six components of a basic lesson that were learned in this lesson must be addressed in their lesson plan and evident in their actual teaching experience. In other words, the class must be able to recognize the anticipatory set, the direct teach the guided practice, independent practice, lesson closure, and assessment.  Have students retrieve Bloom’s Taxonomy Action Verbs handout to assist them in writing their objectives.  Thoroughly explain project guidelines and each rubric component.  Teacher note: You have the option of assigning this as an assessment grade and/or entering it in the TAFE competitive event.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing extra time for oral response * providing frequent feedback * providing peer tutoring * reducing length of assignment * assisting students in gathering information * providing praise and encouragement |
| **Lesson Closure** | Review objectives, terms, and definitions.  Complete graphic organizer, KWL Chart – Lesson Planning to analyze what they have learned about lesson planning. |
| **Summative / End of Lesson Assessment \*** | Student products will be shared with the class and assessed with rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | **Images:**  Microsoft® Clip Art: Used with permission from Microsoft®.  **Books:**   * Early Childhood Education Today, Twelfth Edition by George S. Morrison  This book is a great resource on early childhood education. It covers the foundation of education, programs and resources for children and families, educational needs of infants through the primary grades and the special needs of children and families. * Introduction to Teaching: Becoming A Professional. (Fifth ed.). By Don Kauchak& Paul Eggen  For any student going into the teaching profession, this is an excellent choice. It is an easy read for students on all levels. It covers the changing teaching profession, the foundations of education, and how to become an effective teacher.   **Websites:**   * New Teacher Academy: Lesson Planning  Lisa Dabbs explains the importance of effective lesson planning for new teachers.<http://www.edutopia.org/blog/new-teacher-lesson-planning-lisa-dabbs> * Planning a Lesson  The National Capital Language Resource Center gives detailed explanations and examples on how to write a lesson plan from beginning to end.<http://www.nclrc.org/essentials/planning/plindex.htm> * Strategies for Effective Lesson Planning  Effective lesson planning can be tricky, but with this website from the University of Michigan, lesson planning can be a stress-free encounter.<http://www.crlt.umich.edu/gsis/p2_5> * Texas Association of Future Educators (TAFE)  Advisor Handbook – Competitive Events<http://www.tafeonline.org/?page=CompetitiveEvents>   **YouTube:**  Lesson Planning 101 Dr. Linda Karges-Bone gives a workshop for new teachers, critical needs teachers, schools with low-test scores and schools serving at-risk populations.<https://www.youtube.com/watch?v=Yk1mi1egpgk> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * <http://www.learnerdictionary.com> for pronunciation and meaning of terms |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Assign students to read about lesson planning. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * Ten Great Lesson Planning Templates and Resources<https://www.teachingchannel.org/blog/2014/02/06/lesson-planning-templates/> * The New Teacher’s Guide to Creating Lesson Plans<http://www.scholastic.com/teachers/article/new-teachers-guide-creating-lesson-plans> * The Power of Planning: 5 Ways to Learn Through Writing Lesson Plans<https://www.teachingchannel.org/blog/2014/01/28/power-of-planning/> * Encourage students to connect reading to their life experiences or prior knowledge. * Promote the use of the pre-reading strategy prediction.   Word Attack Strategies. Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, classroom discussion) the student will have a better understanding of the pronunciation and meaning of the unfamiliar word(s) facilitating comprehension. |
| **Quotes** | A good teacher, like a good entertainer first must hold his audience’s attention, then he can teach his lesson. **-John Henrik Clarke**  If you fail to plan, you plan to fail. **-Benjamin Franklin**  To be prepared is half the victory. **-Miguel de Cervantes Saavedra**  The greater the structure of a lesson and the more precise the directions on what is to be accomplished, the higher the achievement rate. **-Harry Wong, The First Days of Teaching**  Life is what happens to you while you’re busy making other plans. **-Allen Saunders**  A goal without a plan is just a wish. **-Antoine de Saint-Exupry**  If you don’t know where you are going, you’ll end up someplace else. **-Yogi Berra**  Give me six hours to chop down a tree and I will spend the first four sharpening the axe.  **-Abraham Lincoln** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal entries:**   * What is an objective? * List some ways to get students focused when they enter the classroom. * List reasons lesson planning is important. * Explain what TEKS are and how they are used during lesson planning. * Compare and contrast methods of evaluation.   **Writing strategies:**  RAFT   * Role: Veteran teacher * Audience: New teacher * Format: How-to   Topic: Lesson planning |
| **Communication**  **90 Second Speech Topics** | * What does it mean to plan ahead? * What are the effects of poor lesson planning? * The importance of self-reflection in lesson planning. * Planning should always be a priority when preparing lessons because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The purpose of Direct Teach is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The difference between Lesson Closure and Lesson Assessment is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Work with the principals on campus to develop a New Teacher’s Academy. Gather resources for new teachers that they can use in the classroom for lesson planning such as books, periodicals, websites, and videos.  The mission of Texas Association of Future Educators (TAFE) is to foster the recruitment and development of prospective educators through the dissemination of innovative programming and relevant research. One of the ways we provide character and leadership skills is by encouraging students to participate in TAFE competitions. Students have the option to participate in the TAFE competition – Lesson Planning and Delivery. Students have the option of developing a lesson in CTE, Humanities, or STEM. Have students read the rules and contest regulations carefully to ensure they understand what the requirements are for each competition. To familiarize themselves with the rules and guidelines of the competition, have the students complete Scavenger Hunt – TAFE Lesson Planning and Delivery Competition handout. Distribute TAFE Lesson Planning and Delivery – CTE Competition, TAFE Lesson Planning, and Delivery – Humanities Competition or TAFE Lesson Planning and Delivery – STEM Competition handout to assist in completing the scavenger hunt. Use Scavenger Hunt – TAFE Lesson Planning and Delivery Competition (Key) handout as a guide to check their answers. |
| **Family/Community Connection** | Have teachers come to the classroom and speak to the students on the importance of planning ahead.  Prepare and teach a short lesson to:   * A class of elementary students * A class of middle school students * A class of high school students |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  STAR Events:   * Early Childhood – An individual event – recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. * Focus on Children – An individual or team event –recognizes participants who organize a community service project focused on a specific need related to children in the community. * Teach and Train – An individual event – recognizes participants for their exploration of the education and training fields through research and hands-on experience.   **SkillsUSA**  <http://skillsusa.org>  SkillsUSA Contests:   * Early Childhood Education – An individual event – recognizes participants who demonstrate knowledge of developmentally appropriate practice and ability to prepare and implement learning activities for children 3 to 5 years old. Contestants will prepare a written lesson plan and take a written test assessing their knowledge of child development and effective teaching strategies.   **Texas Association of Future Educators (TAFE)**  <http://tafeonline.org>  TAFE Competition:   * Differentiated Lesson Plan (state only) – This competition is an individual event where future educator will be given a lesson plan and class demographics. The competitor will then have thirty (30) minutes to differentiate the lesson for each of the different types of learners in the class. Then, he/she will have ten (10) minutes to present the differentiation strategies to the judges. Then the judges will have five (5) minutes to ask questions. * Lesson Planning and Delivery Competition – This is an individual competition with three components: a written lesson plan, a video of the lesson delivery, and an interactive reflection discussion with  the judges.   There are four separate lesson planning and delivery competitive events: Arts, Career, and Technical Education (CTE), Humanities and STEM. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see [www.ysa.org](http://www.ysa.org)  Possible idea: Partner with a school within your district and have your students work in the classrooms with the teachers as teacher aides. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)