

Lesson Planning Assignment

Lesson planning has two purposes: first, the process of lesson planning forces you to think deeply about the elements of a lesson; second, the plan guides you while delivering instruction. Experienced teachers may plan more informally, but novices need to create thorough plans that prevent them from delivering mediocre lessons or from forgetting crucial items. There is no one correct way to plan a lesson, but your plans should contain the following elements:

1. A **title** that identifies the topic.
2. A brief description of the **topic** that identifies the concepts to be dealt with. List the references that you consulted for the content.
3. A **rationale** that explains why students should learn this content and why they should learn it in the manner suggested. The rationale should look at the nature of the learners, the nature of the subject matter, and the social interest in having children learn this material or learn in this way. You should be able to justify every activity in the lesson with reference to this rationale.
4. An analysis of the **prior knowledge** and experiences children bring to this lesson, both in terms of the course content and the manner in which the lesson is organized. Identify misconceptions that children may have. Also identify what aspects of the lesson will capture their **imagination**s.
5. Identification of the Common Core Curriculum Standards **addressed** in the lesson.
6. Define student **objectives** for the lesson. First, identify the big ideas and essential concepts they will learn. Then, be as specific as possible in defining desired outcomes. Be sure to include objectives in three areas: *Content* – What information you want the children to know; *Motor, Thinking and Study Skills* – What you want the children to be able to do; and *Attitudes* – Dispositions you hope to instill as a result of your lesson. After each objective, explain the **assessment** you will use to determine whether students have achieved their goal.
7. The **hook**: Explain what you are going to do at the beginning of your lesson that is going to engage children in it. This should be an intriguing question, a visual cue, an auditory cue, an interesting way of activating prior knowledge, etc.
8. Lesson **activities**: Give a detailed description of what you and the children are going to do over the course of the lesson. Describe how you are going to **group** children for instruction and consider how you are going to move the children from one activity to the next. Identify the **materials** you are going to need and how you will distribute them. What **classroom management strategies** will you use?
9. **Questions and Examples**: List key questions you are going to ask, key examples and metaphors you plan to use (Standard). Consider Bloom's taxonomy as you write your questions.
10. **Closure**: How will you end the lesson so as to draw it to a close and provide you with information on what students have learned and need to learn in the future?
11. **Individualization**: Explain how you are going to make this lesson work for the range of students you have in your class. Describe the different ways that you will provide input and differentiate instruction so as to give students access to the content. Describe accommodations and adaptations you are going to make for specific students with special needs. Identify extra work that you will give to early finishers.
12. **Follow-up Activities**: Describe extensions to the activity. Some can be future lesson plan ideas, while others can be activities that can be carried out independently in the classroom by the students (such as learning center activities).