

# Effective Lesson Planning

Basic Lesson Plan Template #1 - Direct Instruction- (PIIR)	
Course:	Lesson/Module #:
Date:	
Learning Outcomes:	
Preparation:	
Implementation:	Time/Pacing of Lesson
<ul style="list-style-type: none"><li>• Introduction</li><li>• Instruction</li> <li>• Guided Practice/Activities<ul style="list-style-type: none"><li>◦ Informal Assessment</li></ul></li> <li>• Closure</li></ul>	
Independent Practice/Assignment/Assessment:	
Reflections:	

Lesson Plan Template #2- Active Learning/Inquiry- (PIAR)	
Course:	Lesson/Module #:
Date:	
Learning Outcomes:	
Preparation:	
Implementation:	Time/Pacing of Lesson
<ul style="list-style-type: none"><li>• Introduction</li><li>• Mini-Lecture</li> <li>• Active Learning<ul style="list-style-type: none"><li>◦ Informal Assessment</li></ul></li> <li>• Closure</li></ul>	
Assignment/Assessment:	
Reflections:	

CETL- Center for Excellence in Teaching and Learning  
Oakland University

# Questions to Ponder

1. When you are developing a new course, how much time do you spend preparing for one lesson/session? (face-to-face/ on-line)
2. When you are teaching a course that you have already taught, how much time do you spend on preparing for one lesson/session?



# Preparing for Class

1. Do you spend your time on the content (i.e. what information you will provide?)
2. How do you do this? (read articles, make lecture notes, etc.)
3. What percentage of your planning time is focused on the actual delivery/lesson plan? (i.e. how you will introduce lesson, what activities you will do, how you will assess understanding, etc.?)

# Agenda

Welcome and Questions to Ponder (anticipatory set)

Agenda and Learning Outcomes

Lesson Planning (input)

Sample Lesson Plans (model)

Lesson Plan Templates

Activities (guided practice)

Wrap-Up- (closure)



# Learning Outcomes

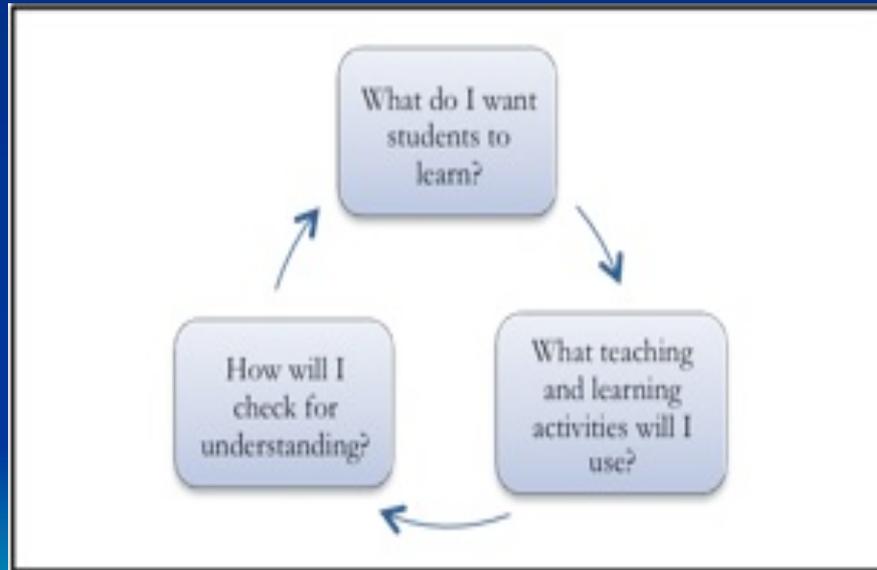
Participants will be able to:

1. Explain why it is advantage to develop a lesson plan.
2. Use concepts from Madeline Hunter, Task Analysis and Backward Design in developing their own lesson plans.
3. Compare and contrast a range of lesson plan templates.
4. Select and use a lesson plan template for use in their classes.



# Lesson Planning is your Road Map

- Learning Outcomes
- Teaching/learning activities
- Strategies to check student understanding



# Why should we focus on planning?

- To ensure that we focus on learning outcomes
- To keep us on track- do not get off track
- To engage students in learning through active participation
- To check for understanding
- Focuses on learning of students- avoid the “talking head” of lectures
- To pace lesson- timing – do not run out of time
- Scope and sequence
- For reflection and future planning and revision

# Old but Tried and True Techniques

## 1. Madeline Hunter Model of Direct Instruction

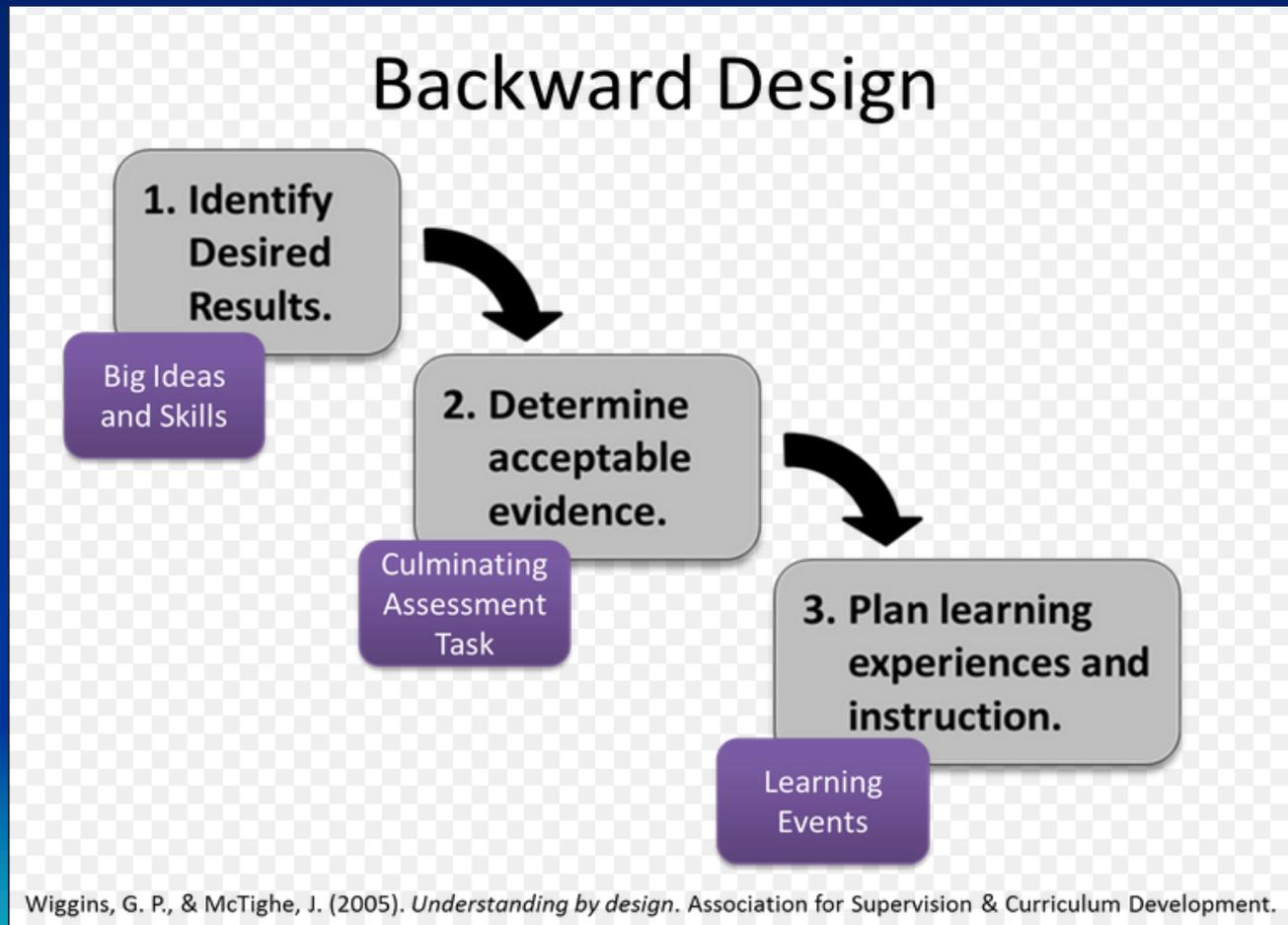
1. Objectives – learning outcomes
  2. Anticipatory Set [hook] – focus attention, interest, connections to past learning
  3. Standards/expectations - rationale
  4. Teaching - content, instructional input
    - Modeling/demonstration
    - Direction giving,
  5. Checking for understanding- ask questions, can also observe this through guided practice
  6. Guided Practice – student practice with guidance or in groups
  7. Closure –debrief and wrap-up
  8. Independent Practice- homework, assignments, tests
- 

## 2. Task Analysis

- Breaking down task into small, sequential steps
- Introducing each step sequentially and building upon steps
- Chunking steps together
- Involves practice



# 3. Backward Design



# Sample Lesson Plans

## Basic Lesson Plan Template #1- Direct Instruction (PIIR)

Course:

Lesson/Module #:

Date:

**Learning Outcomes:**

**Preparation:**

How will Learning Outcomes be Assessed (formal/informal)

Prior Knowledge/Connections:

Planning/Things to Organize or Get:

Important Reminders for Students:

**Implementation:**

**Time/Pacing of**

**Lesson**

Introduction

Anticipatory Set/Hook

Learning Outcomes/Agenda

Review

Instruction + Practice (classic direct instruction- Madeline Hunter Model)- Input + Output

Input

Modeling/demo

Direction giving

Checking for understanding

Guided Practice

Closure – Review, further check for understanding, next steps, action plan, were learning outcomes addressed/met, reminders for students

Independent Practice- homework, assignments, assessments

**Reflections:**

What went well:

What would I do differently next time:

Next Steps:

Things to Remember:

## Lesson Plan Template #2- Active Learning/Inquiry (PIAR)

Course:

Lesson/Module #:

Date:

Learning Outcomes:

Preparation:

How will Learning Outcomes be Assessed (formal/informal)

Prior Knowledge/Connections:

Planning/Things to Organize or Get:

Important Reminders for Students

Implementation:

Time/Pacing of Lesson

Introduction

Anticipatory Set/Hook

Learning Outcomes/Agenda

Review

Heart of the Session

- Mini-Lecture- content, with examples, stories, video clips, power point- 15-20 minutes
- Active Learning/Group work- small group work, team-based learning, problem solving, reinforcement of concepts + Debriefing from groups 5-30 minutes
- Mini-Lecture- content, with examples, stories, video clips, power point- 15-20 minutes
- Active Learning/Group work- small group work, team-based learning, problem solving, reinforcement of concepts + Debriefing from groups 5-30 minutes

Or

- Mini-Lecture
- Provide clear instructions for activity- verbally and in writing
- Inquiry learning/problem based learning/simulations/projects
- Debriefing from groups
- Summarize

Closure – Review, further check for understanding, next steps, action plan, were learning outcomes addressed/met, reminders for students

Independent Practice- homework, assignments, assessments

Reflections:

What went well:

What would I do differently next time:

Next Steps:

Things to Remember

	Description of activities (including time estimates)		
Week: <u>6</u> Day: <u>1</u> Date: <u>2/25</u>	Announce + Assign → Comp Signup	F/W pt 1 pick 5 minutes from video + retell in detail 10	F/W pt 2 Write about high school 10
Goal Not - Generating ideas - Incorporating reflection	Pt 3 Cross out any sentence that could be written by anyone else	Pt 4 Write more about H.S. 5 - share 5	
Assignments - Rough drafts w/ bring 4 copies - For M. Read Transitions 2-10 + 15-19 Pick one + write on 5+8 - Bring Handbook on H.	Discuss "shooting"		
Announcements - I won't be here Wed. - Comp. M+T			



# Activity

- In pairs, describe the format you use for lesson planning
- What do you like about it



# Sample Lesson Plan Templates

- We will review the following sample Lesson Plan Templates
- The internet has 100s of templates
- Find one that works for you







Lesson Plan Template #3- Revision of IntentEffect- Meagan Rodgers

Course: Lesson/Module: Date:	Description of Instruction and Activities including Time Frame
Learning Outcomes	
Assignment	
Announcements	
Reflections	

### Basic Lesson Plan Template #1 –Direct Instruction- (PIIR)

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<b>Learning Outcomes:</b>	
<b>Preparation:</b>	
<b>Implementation:</b> <ul style="list-style-type: none"><li>• Introduction</li><li>• Instruction</li> <li>• Guided Practice/Activities<ul style="list-style-type: none"><li>○ Informal Assessment</li></ul></li> <li>• Closure</li></ul>	<b>Time/Pacing of Lesson</b>
<b>Independent Practice/Assignment/Assessment:</b>	
<b>Reflections:</b>	



Date:	Course:	<b>INSTRUCTIONAL PLAN</b>			Facilitator:	Room:
<b>Class Level Learning Outcomes:</b>	Students will understand:					
	Students will value:					
	Students will be able to:					
Content, Topic, Key Idea: (emphasis on difficult ideas or threshold concepts)						
<b>Required Pre-Class Student Preparation:</b>			<b>Time</b>	<b>Prove ( Student Assessment ):</b> (including assessment of preparation)		
<b>Announcements :</b>				<b>Audio / Visual Needs:</b>		
Sequencing - Transitions	Structuring Problem/Question	Instr. Methods & Activities (Teach One Another)	Time	Materials/Resources	Preparation Notes	
<b>Hook Activity:</b>						
1.						
2.						
3.						
4.						
5.						
<b>Lesson Wrap-Up/Reflection/Closing:</b>						
<b>Follow Up:</b>						

### Lesson Plan Template # 5 STOPME +

Informal Instructional Plan Format:

(Think 'IRS Short Form'- 1040s)

Date:

Course:

<b><u>S</u></b> <b>UBJECT</b>	
<b><u>T</u></b> <b>OPICS</b>	
<b><u>O</u></b> <b>BJECTIVES</b>	Typically, you will write your objectives in the form "The students will be able to...: (SWBAT)
<b><u>P</u></b> <b>ROCEDURE / ACTIVITIES</b>	Here you should list everything you will do including questions you will ask and any other reminders to yourself. This is for notes on the instructional procedure, not content notes.
<b><u>M</u></b> <b>ATERIALS</b>	
<b><u>E</u></b> <b>VALUATION</b>	This is an evaluation of student learning, not an assessment of how well you thought the lesson went.
<b><u>±</u></b> <b>REFLECTION</b>	Include here what you actually covered in class, what you might have done differently and why.

## Lesson Plan Template #6- Bloom's Taxonomy

### TFS Lesson Planning Form I: Creating Thinking-Level Learning Goals (Objectives)

Lesson Number: \_\_\_\_\_ Class Date: \_\_\_\_\_ Lesson or Chapter Title: \_\_\_\_\_ Page \_\_\_\_\_ of \_\_\_\_\_

*Write the General Lesson Objective (Goal or Outcome) — the student will:*

Thinking level	What students do	Describe exactly what students will do to demonstrate mastery at the thinking skill level indicated.
<b>Knowledge</b>	Name, describe, select, define, match, state, etc.	
<b>Comprehension</b>	Summarize, explain, provide examples, predict, estimate.	
<b>Application</b>	Solve problems, construct chart, demonstrate usage.	
<b>Analysis</b>	Divide, distinguish categories, infer, separate.	
<b>Synthesis</b>	Combine, revise, organize, create new perspectives	
<b>Evaluation</b>	Judge, prioritize, value, evaluate, conclude, design approaches	

**Name of Lesson:**

**Course:**

**Date:**

**Instructor:**

**Overview and Purpose:** What will be learned and why is it useful?

**Course level outcomes addressed:**

Teacher Guide

Student Guide

**Objectives:**

Specific skills/information that will be learned

**Materials Needed:**

**Information:**

Give and/or demonstrate necessary information

**Verification:**

Steps to check student understanding

**Other Resources:**

**Activity:**

Activities used to present or reinforce the learning

**Summary:**

**Additional Notes:**

# Activity

- In small groups, review the sample lesson plan templates
- Which ones do you like, which ones do you not like?
- Could you see yourself using one of these?
- How might it help you?



# Activity

- In pairs (or on your own)...
- Use one of these templates and begin to plan your next class session for one of your classes.



# Discussion

- What did you find by using one of these templates?



# What is your Take-away

- What is your take-away from this session
- Will this help you in the future?
- Advantages?
- Problems and Issues?



# Did we:

Were participants able to:

1. Explain why it is advantage to develop a lesson plan.
2. Use concepts from Madeline Hunter, Task Analysis and Backward Design in developing their own lesson plans.
3. Compare and contrast a range of lesson plan templates.
4. Select and use a lesson plan template for use in their classes.

# Wrap-up

- Did I model some of the key elements in the instructional part of lesson planning

Implementation: Lesson	Time/Pacing of
Introduction	
Anticipatory Set/Hook	
Learning Outcomes/Agenda	
Review	
Instruction + Practice (classic direct instruction- Madeline Hunter Model)- Input + Output	
Input	
Modeling/demo	
Direction giving	
Checking for understanding	
Guided Practice	
Closure – Review, further check for understanding, next steps, action plan, were learning outcomes addressed/met, reminders for students	
Independent Practice- homework, assignments, assessments	

# References and Resources

Hara, B. (2010) “Lesson Planning for the University” Chronicle of Higher Education  
Milkova (retrieved 2014). Strategies for Effective Lesson Planning CRLT

<http://www.crlt.umich.edu>

Prégent, R. (2000). Charting your course: How to prepare to teach more effectively.  
Madison, Wisconsin: Atwood Publishing.

Skowron, J. (2006). Powerful lesson planning: Every teacher’s guide to effective  
instruction. Thousand Oaks, California: Corwin Press.

Wiggins, G & McTighe, J. (2006) Understanding by Design Virginia: ASCD

A concise guide to writing learning objectives that also includes examples from courses  
at MIT: <http://tll.mit.edu/help/teaching-materials-0> [7]

Video clips of GSIs at the University of Michigan actively engaging students in a  
practice teaching session: <http://crlte.engin.umich.edu/practiceteaching/> [8]

Video clips of GSIs at the University of California, Berkeley, demonstrating the different  
parts of a lesson: [http://gsi.berkeley.edu/teachingguide2009/instructional-  
technology/videoGallery.html](http://gsi.berkeley.edu/teachingguide2009/instructional-technology/videoGallery.html) [9]