

Lesson Planning 101: Essential Parts of a Lesson Plan

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Part 1: Objectives

No one would argue that writing a good lesson plan starts with an excellent objective or two... Let's start with some definitions:

Objective: a specific statement about what students are expected to learn or to be able to do as a result of studying a program: more specifically this is a learning objective; a measurable operationalisation of a policy, strategy or mission: this is an implementation objective (Harvey, 2004-09).

Objective: [a written] precise and delineated goals for what you want your students to be able to accomplish after the lesson is completed (Lewis, n.d.).

In my opinion, you should always be able to identify two parts in a quality objective: a *Skill or Goal* and a *Desired Action*.

Examples:

- ✓ Students will be able to (SWBAT), organize pictures from the story into the correct order.
- ✓ SWBAT compare a future house to their current house by using a Venn diagram.
- ✓ SWBAT interpret the story by using role-play as a way of retelling the story's main ideas.

Useful verbs when writing objectives

In writing objectives, *verbs* are essential. Below are lists of verbs categorized by their domains to help create measurable objectives. (Of course, I'm using Bloom's Taxonomy (Blooms, 1956)... just can't get enough of it!) The six domains are listed in order of difficulty to obtain: Knowledge Based being the easiest, Evaluation Based being the hardest.

Knowledge Based

check, define, locate, reproduce, choose, describe, match, select, circle, identify, name, state, cite, indicate, outline, write, complete, label, recall, count, list, recite

Comprehension Based

change, distinguish, generalize, rearrange, classify, estimate, give example, restate, convert, expand, indicate, rewrite, choose, explain, infer, summarize, demonstrate, express, interpret, translate, describe, extend, paraphrase, transform, differentiate, extrapolate, predict

Application Based

apply, develop, modify, reconstruct, arrange, diagram, operate, record, build, discover, order, relate, change, discuss, organize, report, classify, dramatize, participate, show, collect, employ, perform, solve, complete, generalize, plan, state, compile, illustrate, predict, teach, compute, make, prepare, transfer, construct, manipulate, produce, use, demonstrate, model, prove

Analysis Based

analyze, debate, discriminate, organize, associate, deduce, distinguish, outline, break, down, design, generalize, point out, categorize, detect, graph, relate, chart, determine, illustrate, separate, classify, diagram, infer, subdivide, compare, differentiate, investigate, summarize, conclude, dissect, order, survey, contrast

Synthesis Based

arrange, design, invent, reconstruct, categorize, develop, modify, relate, classify, devise, organize, reorganize, combine, document, originate, revise, compile, forecast, plan, rewrite, compose, formulate, predict, summarize, constitute, generate, produce, synthesize, construct, incorporate, propose, transmit, create, integrate, rearrange

Evaluation Based

argue, decide, interpret, standardize, appraise, determine, judge, summarize, assess, distinguish, justify, support, compare, discriminate, rank, validate, conclude, dispute, rate, verify, contrast, evaluate, relate, weigh, criticize, grade

Try to have objectives from more than one domain. Critical thinking skills are found in the last three categories. Use them! They are our friends.

Part 2: Scaffolding!

Scaffolding is an instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.

Metaphorically, it is exactly what a teacher needs to do when building new concepts for students. Think of a house... the carpenter needs to support a house with an exterior structure while the house is being built. Once the house is sturdy, the scaffold is removed. Now, think of a classroom... the teacher needs to support the student with step-by-step modeling while the information is being absorbed. Once the student is an autonomous learner, the teacher is removed.

When teaching, it is good to remember the following steps:

1. Let students know what they will be doing. Never present an “academic surprise.”
2. Model and provide visual cues when available.
3. Use other students as examples.
4. Give students Time to Think!
5. Give students Time to Practice!
6. Give students Time to Share!

Below is a sample of a lesson plan template and an example of how one might use it.

Lesson Plan Template

| | |
|-------------------------------------|--------------------------------------|
| Grade, Book: | Time: |
| Lesson and Title: | Materials: |
| Objectives: | |
| Introduction (Motivation): | ***build your scaffold*** |
| Information: | |
| ***Have a strong Scaffold*** | |
| Guided Practice: | |
| Independent Practice: | ***start removing scaffold*** |
| Closure: | |
| Assessment: | |
| Homework: | |

Lesson Plan: The Lion and the Mouse

Grade: Middle School

Time: 45 minutes

Materials:

- The online story of [The Lion and the Mouse](#) (Aesop, n.d.)
- teacher generated handout (see next page), markers/crayons

Objectives:

SWBAT predict what “The Lion and the Mouse” is about in English.

SWBAT choose the correct answers to a series of multiple choice questions.

SWBAT communicate a story in English about when they helped someone.

Introduction (Motivation):

*****build your scaffold*****

- Think About: Picture Boxes*
Have students draw pictures of the vocabulary words in the boxes. If they do not know the word, no problem. They will soon share their pictures with a classmate.
- Vocabulary: Share*
Students should share their pictures with other students so that all students know what each vocabulary word means.
- Predict (verbal):* Guess what this story may be about...

Information:

Explain to students that you are going to listen to a story called *The Lion and the Mouse*. Read the story two or three times. Ask simple questions to the class about the plot.

*****Have a strong Scaffold*****

Guided Practice:

*****almost done scaffolding*****

- Explain how to answer multiple choice questions... yes, I know, everyone knows how to do that... just explain it again.
- Read the first multiple choice question and answer it as a class.
- Check the answer to make sure everyone is correct and that everyone understands what they are supposed to do.

Independent Practice:

*****start removing scaffold*****

- Read all the questions and answers to the students, more than once if necessary.
- Give time for each student to answer the questions.
- Students will be able to answer the last three questions on their own.
- Correct their answers as a class.

Closure:

What was the lesson found in “The Lion and Mouse?”

- Think to yourself: Think of a time you helped someone bigger than you.
- Pair yourself: Tell your story to a partner. Practice what you are going to say to the class. If need be, practice in your native language first, then in English.
- Share with class: Discuss your thoughts with the whole class.

Assessment:

Students can circle the *happy* face, the *medium* face, or the *sad* face to self-assess how good they felt their speaking was in this lesson and this lesson only.

“The Lion and Mouse” Handout

Introduction

Think-About: Draw a picture in the box of each of the words you see below.

| | |
|--------|-------|
| LION | MOUSE |
| CAUGHT | HELP |
| NET | HAPPY |

Vocabulary: Share your pictures with your neighbor. Make sure you understand each word.
Predict (verbal): Guess what this story may be about...

Information: Listen as your teacher reads *The Lion and the Mouse*.

DIRECTIONS: Choose the correct word to complete each sentence.

1. The lion was going to _____ the mouse.
A. drink
B. eat
C. love
2. The _____ was caught in the net.
A. lion
B. mouse
C. hunter
3. The mouse helped the lion by _____ the net.
A. cutting
B. removing
C. nibbling
4. The lion and the mouse became _____.
A. friends
B. family
C. coworkers

Closure:

What was the lesson found in “The Lion and Mouse?”

- **Think** to yourself: Think of a time you helped someone bigger than you.
- **Pair** yourself: Tell your story to a partner. Practice what you are going to say to the class. If need be, practice in your first language, then in English.
- **Share** with class: Discuss your thoughts with the whole class.

Assessment:

How good is your speaking for this lesson? → → → → → ☺ ☹ ☹

References:

- Aesop, (n.d.), *The Lion and the Mouse* Retrieved from http://www.longlongtimeago.com/llta_fables_lionmouse.html
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