



Substitute Information

SCHOOL SCHEDULE	DISCIPLINE PROCEDURES
School Begins	
A.M. Break	
Lunch	
School Resumes	DISMISSAL PROCEDURES
P.M. Break	
Dismissal	
	EMERGENCY PROCEDURES
CLASSROOM SCHEDULE	
Class Begins No. of Students	
	DISASTER PROCEDURES
Class Ends	
	HEALTH/MEDICAL INFORMATION
	Student(s) with Special Needs
Lunch Time Lunch Count	
GET HELP FROM	
Teacher(s)	
	Nurse Schedule
Student(s)	
	First Aid
	AUDIO-VISUAL EQUIPMENT PROCUREMENT PROCEDURES
Secretary	
Principal	
<u> </u>	
Counselor	NOTES
Nurse	
Custodian	
Transportation	

Introduction

This lesson plan book incorporates planning techniques advocated by some of the leading theorists and practitioners of instructional effectiveness. Techniques of Lesson Design and Writing Instructional Objectives are explained in detail. Samples of daily instructional objectives and steps of Lesson Design are provided as basic guidelines for the teacher.

LESSON DESIGN

Lesson design is one way a teacher might plan a lesson. Only the teacher can decide whether this is an appropriate plan for a particular lesson.

The following may be situations in which the teacher might choose to use all seven steps:

- new learning
- not familiar with students' abilities, background, or experience
- · students who don't "catch on" as readily as most
- · learning is of the high thinking levels
- · learning is at a high degree of difficulty
- · remedial teaching

The following may be situations in which the teacher might not choose to use all of the seven steps:

- review, maintenance, distribute practice
- building on previous learning (transfer)
- students are operating at independent level
- · students are using inquiry method
- previous student performance indicates not all steps are needed
- · lesson is extended over more than one day

Prerequisites: Students have been diagnosed.

Can be formal, informal or intuitive.

A clear objective is in mind.

A task analysis has identified critical attributes of the learning

SEVEN STEPS

1. ANTICIPATORY SET

Opportunity for minds of learner to bring forward previous learning. An effective set will focus learner on task, provide meaning and involve learner.

Example:

- Review main ideas of yesterday's lesson which will be extended today.
- Give synonyms for words, when objective is improvement of creative writing.

2. OBJECTIVE PURPOSE

States what the student will be able to do and why it is important. An instructional objective is a picture of the learner after instruction.

Examples:

 Given a decimal fraction, the learner will demonstrate understanding of the decimal fraction by writing an equivalent proper fraction.

3. INPUT

What you are going to teach. Somehow students need to get some information.

Two questions are important:

- 1. What information do they need?
- 2. How will the information be delivered?

Examples:

- Teacher Talks
- Book
- Films
- Independent work

Small group work

Demonstrations

4. Modeling

Using visual techniques. Matching visual to the verbal. Students need to see an accurate example of the product or process being taught.

Examples:

demonstration

example

picture

5. MONITOR

Check for understanding—sampling, signaling private responses. *Closure*—students summarize the essential learnings.

The teacher needs to plan for some means to check the understanding of individual students as well as entire class.

6. GUIDED PRACTICE

Time should be provided in class for the student to practice the concept or skill while the teacher is present and can monitor the students.

7. INDEPENDENT PRACTICE

This is a time outside class when the student will work on the learning without teacher assistance. (Homework)

INSTRUCTIONAL OBJECTIVE

An instructional objective is a picture of the learner after instruction.

Listed below are examples of an instructional objective at each Taxonomy Level of Learning:

KNOWLEDGE

KNOWLEDGE is defined as the ability to recall. It is at the lowest learning level of the hierarchical ladder.

Learner behavior—define, describe, identify, list, match, name.

Example: The student will be able to recall the seven sections into which the Constitution is divided.

COMPREHENSION

COMPREHENSION is the lowest level of understanding. The learner can make use of information acquired by interpreting in his/her own words.

Learner behavior—convert, defend, explain, rewrite, generalize, estimate.

Example: The student will show comprehension of the United States Constitution by describing in his/her own words

the duties and responsibilities of the legislative branch.

APPLICATION

APPLICATION is the ability to apply an abstract concept, hypothesis or law to a new situation.

Learner behavior—change, compute, operate, show, solve, demonstrate.

Example: The student will be able to write a report using these skills in locating information, note taking, outlining and writing.

ANALYSIS

ANALYSIS requires the ability to break down information into its separate parts to understand relationships between the parts.

Learner behavior—distinguish, diagram, relate, discriminate, break down.

Example: The student will compare how the games of Canadian football and American football are alike and how

they are different.

SYNTHESIS

SYNTHESIS is the bringing together of the many parts of knowledge and the relationships in a situation to form a new whole.

Learner behavior—combine, compile, compose, create, design, rearrange.

Example: The student will devise a plan to take better care of science equipment.

EVALUATION

EVALUATION is the ability to make judgments on the basis of given criteria.

Learner behavior—appraise, conclude, criticize, compare, support, contrast.

Example: The students will determine whether to build an amusement park or keep the land natural and will

support their decision.

SAMPLE

OBJECTIVE	Students will apply the principles of the distributive property over addition to simplify algebraic expressions
PROCEDURES	— Review multiplication of monomials — Review addition of like terms — Explain distributive property — Students practice distributive prop.
ASSIGNMENT	Prob. 7, 11, 20, 29, pg. 49 Prob. 17, 21, 31, pg. 52 Prob. 1, 5, 8, 15, 19, 26, 30, 42, 50, pg. 54

NOTE:

Spreading assignments over several days allows students to see past skills learned applied to new skills learned.

Incorporates techniques in practice theory and transfer theory.

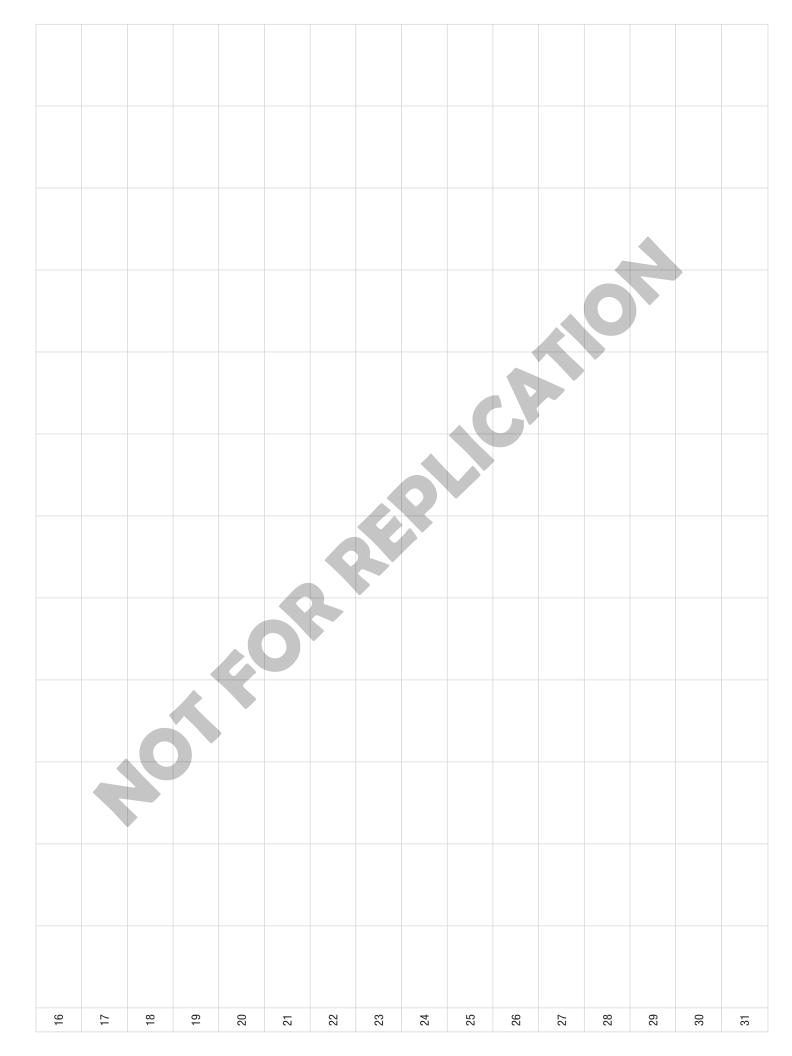
Seating Plans

CLASS	 	 	PERIOD	ROOM
CLASS	 		PERIOD	ROOM
CLASS			PERIOD	ROOM
CLASS			PERIOD	ROOM
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Seating Plans

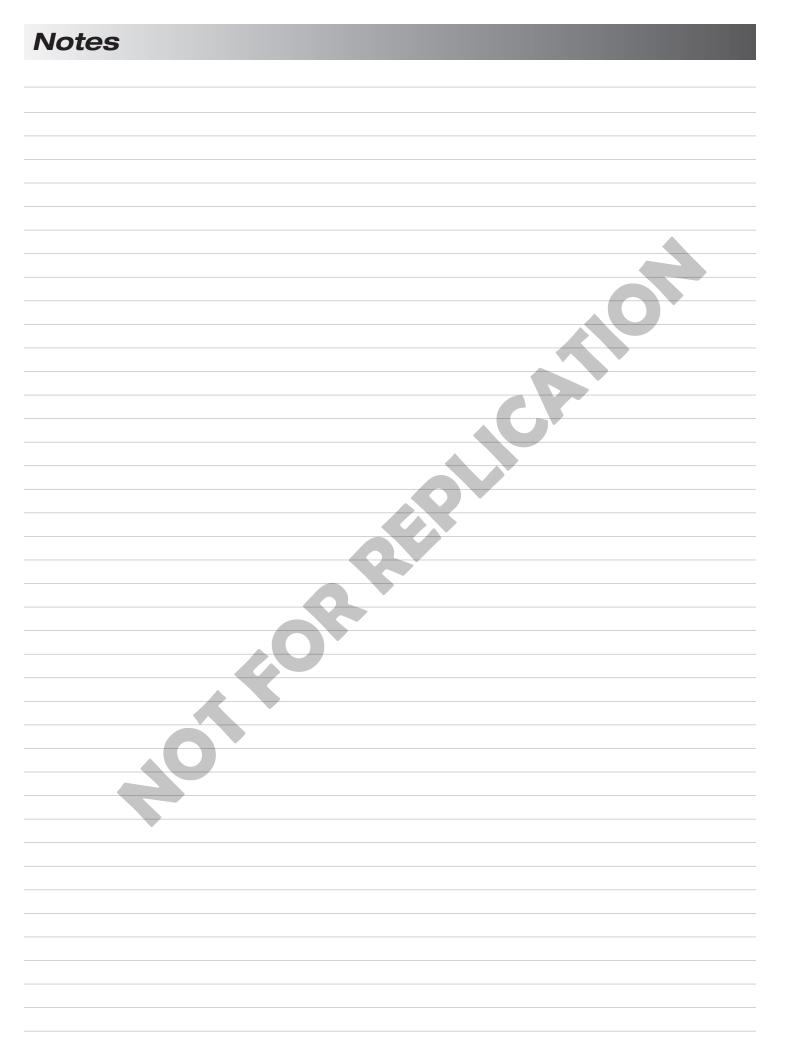
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CLASS	6	PEF	RIOD	ROOM
CLASS	08	PEF	RIOD	ROOM
CLASS		PEF	RIOD	ROOM
CLASS		PEF	RIOD	ROOM
CLASS		PEF	RIOD	ROOM
CLASS		PEF	RIOD	ROOM
CLASS			RIOD	ROOM

Year:			Sc	Schedule		of School Events	vents				
DATE AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANDARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
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First Semester Plan Outlines Time AM Subject Time PM Subject LESSON PLAN OUTLINES

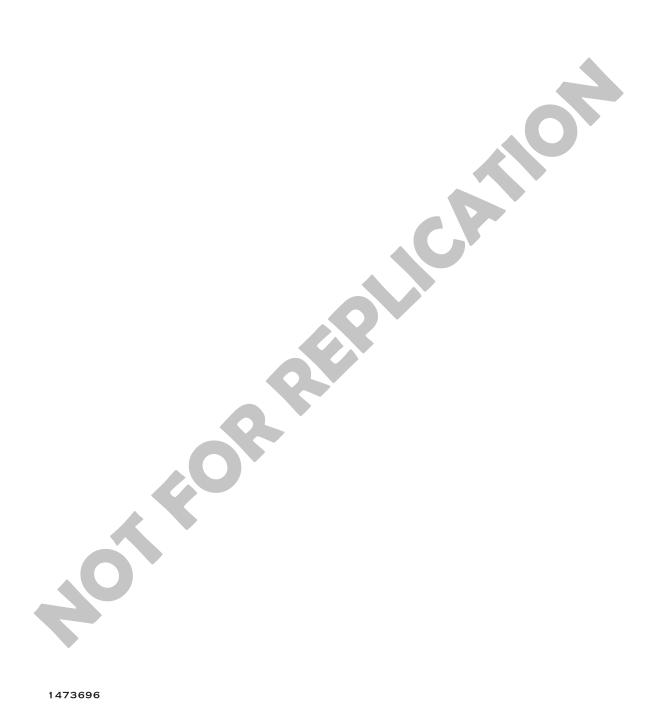
	Second	d Semes	ster	Plan	Outlines
Time AM	Subject	Time PM	Subject		
	LESSON PLA	N OUTLINES			
		1			



		of:	LESSON DESIGN	1—SET 4—MODE 2—OBJECTIVE 5—MONI 3—INPUT & AD.	ELING 6-GUID TOR 7-INDE JUST PRA	PED PRACTICE PENDENT CTICE	OBJOBJECTIVE PROCPROCEDURES ASSIGNASSIGNMENT
	LESSON PLAN	Subject	Subject	Subject			
	STEPS	Period	Period	Period		Period	
MONDAY	OBJ.						
MOI	ASSIGN.						
	OBJ.						
TUESDAY	PROC.						
	ASSIGN.						
47	OBJ.						
WEDNESDAY	PROC.						
	OBJ.						
THURSDAY	PROC.						
	ASSIGN.						
	OBJ.						
FRIDAY	PROC.						
	ASSIGN.						

OBJ.-OBJECTIVE PROC.-PROCEDURES ASSIGN.-ASSIGNMENT 4-MODELING 5-MONITOR & ADJUST 6-GUIDED PRACTICE 7-INDEPENDENT PRACTICE 1-SET 2-OBJECTIVE 3-INPUT LESSON DESIGN Week of:_ Teacher LESSON Subject. Subject_ Subject_ Subject. PLAN Period_ Period_ Period. Period STEPS OBJ. MONDAY PROC. ASSIGN. OBJ. TUESDAY PROC. ASSIGN. OBJ. WEDNESDAY PROC. ASSIGN. OBJ. THURSDAY PROC. ASSIGN. OBJ. PROC. ASSIGN.





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LESSON PLAN BOOK

- 8 SUBJECT/CARBONLESS
- 40 WEEKS



