HAMMOND™ & STEPHENS

School Specialty®

Planning & Student Development

LESSON PLAN

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Substitute Information

SCHOOL SCHEDULE

School Begins

A.M. Break

Lunch

School Resumes

P.M. Break

Dismissal

CLASSROOM SCHEDULE

Class Begins No. of Students

Class Ends

Lunch Time Lunch Count

GET HELP FROM

Teacher(s)

Student(s)

Secretary

Principal

Counselor

Nurse

Custodian

Transportation

DISCIPLINE PROCEDURES

DISMISSAL PROCEDURES

EMERGENCY PROCEDURES

DISASTER PROCEDURES

HEALTH/MEDICAL INFORMATION

Student(s) with Special Needs

Nurse Schedule

First Aid

AUDIO-VISUAL EQUIPMENT PROCUREMENT PROCEDURES

NOTES

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
- Films
- Small group work
- Book
- Independent 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 _____

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Seating Plans

CLASS _____ PERIOD _____ ROOM _____

CLASS _____ PERIOD _____ ROOM _____

CLASS _____ PERIOD _____ ROOM _____

CLASS _____ PERIOD _____ ROOM _____

Year:

Schedule of School Events

DATE	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
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