

Lesson Plan Formats

Always list materials needed

Lesson Plan Format information directly from Cheri Major's Handouts ED 302

Madeline Hunter's Seven Step Lesson Plan Format

- 1) Review relevant previously learned material
- 2) Anticipatory Set focuses students attention on what they are about to learn
- 3) State the objective for the lesson
- 4) Input and Modeling new information
- 5) Check for understanding
- 6) Guided practice
- 7) Independent practice



Cooperative Learning Lesson Plan Format

- Academic Objectives
- Social objectives
- Assignment of groups
- Roles and who assigns the roles
- Task steps and procedures
- Positive Interdependence
- Individual Accountability
- Criteria for Success
- Expected Behaviors
- Monitoring



Monitor for: Circulate among and listen to the groups for roles and on task behavior
Intervene if problems but arise encourage groups to stop and solve before going on.

Processing: (sheets or discussion - processor records)
End by: Gather class all together and have processors share what went well and what needs improvement.
Then separate back into teacher groups for any necessary wrap up.

Classroom Meeting Lesson Format

- Phase One - Establish a climate of involvement
- Phase Two - Expose the problem for discussion
- Phase Three - Make a personal value judgment
- Phase Four - Identify alternative courses of action
- Phase Five - Make a commitment
- Phase six - Behavioral Follow-up

Concept Attainment Lesson Plan Format

J.S. Bruner

1. Generate Data (Student or Teacher generated)
Two labels (YES and NO)
2. Present
 - a. Positive instance under YES
 - b. Ask what concepts might this be about?
 - c. Generate or write hypotheses
 - d. Present negative instance under NO
 - e. Call for re-analysis of the hypotheses
 - f. Repeat presenting the positive and negative instances until the concept is clear to most students.
3. Check for Understanding
 - a. tell the students the concept (or not)
 - b. give an instance to a student and have student place in yes or no column

NOTE: Yes is anything that fits into the concept - NO is everything else. Example Below

YES (elements)

Oxygen
Nitrogen
Hydrogen
Lead

NO (non-elements)

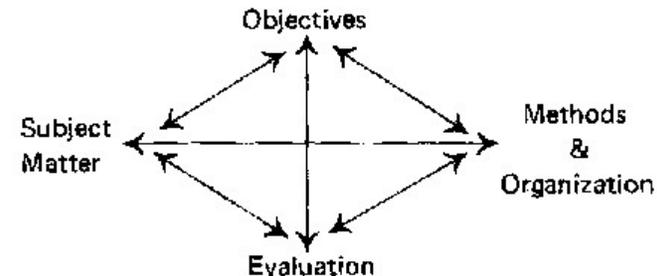
Water
Methane
Air
Paper

Hilda Taba Inductive Model Lesson Plan

Concept Formation

1. **Identification of the data** that students will examine.
2. **Grouping the data:** Students will group the data in categories that **they** determine.
Ask questions that help the student to make classifications
- 2.5. **Re-group data** praise their thinking and ask them to find a new way to group the data.
Challenge their thinking to go deeper. Move them toward making the connections you desire.
3. **Label the groups**
4. **Generalizing** Bases on grouping, have students make a generalization or law about the data
5. **Apply** principles to new phenomena

Ideas for this model: historical events, animal habitats, friendship, seasons, political cartoons, artifacts from a culture, insects, plants, types of books, phonics (we used it to classify objectives, goals and procedures) anything that has data that can be classified.



Role Play Lesson Plan Format



- State Objectives
- Warm-up activity
- Prepare Scenario
- Select Participants
- Prepare audience to observe (politeness, etc)

The Enactment

Discussion and Evaluation

- 1) How realistic was the action?
- 2) Would you do something different? Why?
- 3) Ask for suggestions for each of the roles.
- 4) Re-Enactment
- 5) Sharing and Generalizing

Reading Comprehension Strategies

Four Square Vocabulary

Word	Examples
Soothing	Music, bath, nap
Definition	NonExamples
Comforting	Tests, loud noises

(Stahl & Kapinus, 2001)

Word Diagrams

Word	What it is	What it is like	Examples	NonExamples
Ocean	Whole body of salt water	Covers nearly $\frac{3}{4}$ of earth	Atlantic Pacific Indian	River Lake Stream

Word Form Chart

Noun	Adjective	Verb	Adverb
Irony	Ironic		Ironically
Requirement	Required	to require	

Word Cards

Word

- Definition -
- Sentence -
- Visual Representation -

Word Card Activities

- Sort by category
- Find words with common connotations
- Sort by parts of speech
- Make sentences using pairs of words
- Sort and explain reasoning for sort

Matching Vocabulary Words

Definition	Match	Vocabulary
Matter needed by plants and animals	C	A. Universe
All things that exist	A	B. bacteria
single celled organisms	B	C. Nutrients

(REWARDS Plus Science Applications)

Ask Deep Processing Questions

Word - Custom

- "What are some different customs for greeting people in different nations?"
- "What are some of our customs concerning birthdays?"
- Why might a group of people develop customs?"
- "Do customs often change? Why or Why not?"

Completion Activity

1. confine: to hold or keep in; limit; imprison; restrict

Things that can be confined are _____

2. persistent: refusing to give up; determined; unshakeable

I was very persistent when _____

(Curtis and Longo, 1997, 2001)

Yes/No/Why

- Can incidents cause compassion?

- Do people always comply with their obligations?

Examples from REWARDS PLUS)

Word Pairs

Word Pair	Same	Opposite	Go Together	No Relation
Desert - nomad			X	
Nomad - wanderer	X			
Nomad - settler		X		
Desert - humid				X

Directed Reading-Thinking Activity Chart

	What do you think will happen?	Why do you think so?	What did happen?
After reading the title			
After reading the first part			
After reading the second part			
After reading to the end			

Semantic Feature Analysis

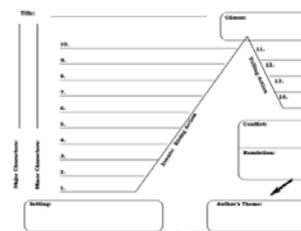
Example Topic Quadrilaterals

Terms Features	2 parallel sides	2 sets of parallel sides	2 Sets of congruent angles	All sides congruent	All angles congruent
Square		+		+	+
Rectangle		+			+
Parallelogram		+	+		
Rhombus		+	+	+	
Trapezoid	+				

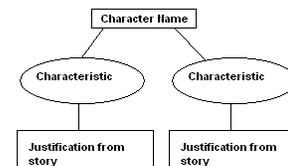
Semantic Web



Story Maps

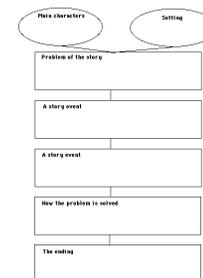


Character Maps



Character maps show characteristics of characters and justification from story that backs up character analysis.

Story maps show main characters and settings, conflicts, climax, and resolution.



Terms to Know

affective domain - one of the three domains of learning defined by Benjamin Bloom - this domain deals with attitudes and feelings

brain-based learning theories - learning based on biological operations of the brain gleaned from new technology in the medical, cognitive, and neural sciences

classroom management - all the things that the teacher does manage the students' time, materials, space and behavior in the classroom

classroom organization - teachers can organize their classroom in one of three ways - competitive, individual, or cooperative

cognitive domain - one of the three domains of learning defined by Benjamin Bloom - this domain describes the hierarchical nature of cognitive processing: knowledge, comprehension, application, analysis, synthesis, and evaluation

conceptual knowledge - the storage and integration of information

constructivism - The construction of new ideas based on prior knowledge

cooperative learning - when two to five students are grouped together to work on academic tasks

creative learner - a person who develops original or new products or ideas

creative thinking - the process for developing new ideas or products

critical thinking - understanding meanings, relationships, theories, and proofs

deductive thinking - reasoning from general to specific according to the rules of logic

direct instruction - lecture

explicit teaching - a form of direct instruction with the objective to teach students to master a concept or specific knowledge

feedback correctives - One of the steps of direct instruction; it is clarifying students' work during guided instruction

guided practice - a step in direct teaching in which the teacher allows the student to practice a skill learned during instruction while monitoring their progress and answering questions they may have

independent practice - a step in direct teaching in which the student practices the concept learned independent of the teacher

inductive thinking - examination of specific information to form a generalization according to the rules of logic

learning modalities - visual, auditory, kinesthetic forms of learning

mastery learning - a teaching strategy based on the principle that all students can master the concept

modeling - the teacher demonstrates the behaviors or skills she wants the students to learn

multiple intelligence theory - developed by Howard Gardner - identifies eight intelligences; linguistic, logical-mathematical, spatial, body-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic

non-directive learning - a student-centered strategy of learning - the teacher serves as facilitator providing resources, emotional support, and feedback

portfolio - a collection of student work samples

post-active phase of teaching - follows teaching and learning phase - it is the assessment and evaluation phase

pre-active phase of teaching - the planning phase of teaching in which both short term and long term goals are established

programmed instruction - self-paced, structured learning based on the mastery of small chunks of information with immediate feedback and positive reinforcement

psychomotor domain - one of the three domains of learning defined by Benjamin Bloom - this domain is about reflex movement, fundamental movement, and physical abilities of the learning

role play - an instructional model of teaching which allows students to imagine they are another character in a particular situation

roundtable - a cooperative learning discussion or conversation

self-taught instruction - an approach in which motivated learners instruct themselves

teacher effectiveness training - a six step model of classroom management that uses "I" messages from the teacher ("I am pleased" or "I am angry")

wait time - a term coined by Mary Rowe to describe the amount of time a teacher waits for a student to respond to a question - should be at least 3 seconds

Assessment

Assessment has two parts - the **measurement** of what students learned and a **reflection** of what worked and what didn't in the lesson plan

Alternative assessment - assessments like portfolios, or performance assessments which are different than traditional assessments

Authentic assessment - assessment that reflects a real-life situation

Essay - a subjective exam item in which students construct a free response answer

Formative evaluation - ongoing evaluation used to monitor student or program progress

Matching item - a form of objective testing using two columns and a theme in which student match items from one column to items in the other column based on their relationship

Measurement - a term used to describe how a student is assessed

Multiple-choice item - a form of objective testing - assesses basic knowledge as well as higher order thinking

Performance assessment - a form of assessment that evaluates students' demonstration of skills or products their creation of a product

Portfolio assessment - an alternative assessment made up of samples of student work

Short answer - requires student to supply a word or phrase to complete a statement or question

Summative assessment - assessment strategy that measures cumulative learning

Two-choice response items - an objective form of assessment such as true/false or yes/no

Strategies for Learning

Jigsaw II - an activity in which students are divided into groups, each group becomes an expert on a portion of the subject being studied. They then meet with their home group to teach the material they learned

Probing questions - questions that ask for more detail about the topic being discussed

Think-pair-share - a cooperative learning strategy in which two students are grouped to think about the content or question under investigation and then to pair with another group to report or share their conclusions

Three step interview - the three steps are (1) one-way interviews in pairs, (2) reversal of roles in each pair, and (3) report to the group what the partners shared during the interview

Characteristics of Good Thinkers

(Instructional Patterns, p. 264)

- ✦ Welcomes problematic situations
- ✦ Tolerates ambiguity
- ✦ Is sufficiently self-critical
- ✦ Looks for alternative possibilities and goals
- ✦ Seeks evidence on both sides of an issue
- ✦ Is reflective and deliberative
- ✦ Searches extensively when appropriate
- ✦ Believes in the value of rationality
- ✦ Believes thinking can be effective
- ✦ Is deliberative in defining goals
- ✦ Revises goals when necessary
- ✦ Is open to multiple possibilities

Quick Reference Guide

Lesson Formats

Reading Strategies

Terms to Know

Assessments

Strategies for Learning

Characteristics of Good Thinkers

Prepared by: Terry Walker using the handouts and the textbook *Instructional Patterns* of the ED 302 Classroom during the spring 2007 session at University of Idaho