**LESSON PLAN WITH DETAILED PROMPTS**

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| Pre-planning considerations | |
| **Topic analysis**  What are the relevant curriculum documents you will need to know about for this lesson? (e.g., syllabus, sourcebooks, reference books and school-based documents such as school literacy strategy, numeracy policy, semester overview, integrated unit plan)  What do you know about the topic to enable you to effectively teach this lesson? (e.g., facts, concepts, generalizations, skills)  What will you need to know so that you are prepared to teach the lesson?  What are the key elements of the concept/topic/process being taught in this lesson?  Determine whether this lesson is an introductory lesson (to a topic/skill), a revision lesson, a follow-up exploration…  What pedagogical strategies would be most appropriate to teach these elements? (e.g., Is a whole class discussion the most effective way…? Is brainstorming the most effective way…? Is think-pair-share the most effective…?)  **Learner considerations**  Who are your learners? (Identify individual students’ diverse needs, what do they already know, do, value? as they relate to this lesson)  What are their strengths/weaknesses/learning preferences, etc?  What do you need to have in place to ensure that the diverse needs of the students are met?  Students who need extra support or extension. What special provisions will you need to make for students who finish early, who require intellectual challenge? Are these noted in your lesson plan?  **Learner prior knowledge**  What do students already know about the topic? (Find this out before you plan your lesson!)  What do children have to know or be able to do already in order to participate fully in this learning activity?  **Literacy considerations**  What are the literacy practices or repertoire of practices that are required of the students for this lesson?  Think about the speaking/listening; reading/viewing; writing/shaping tasks you require of them e.g., analysing data; identifying/engaging with vocabulary; writing a letter; phonemic awareness; creating visual text; discussing in a group; sorting; graphing; using connective words; punctuating…  What do you need to do so that students meet the literacy demands of the lesson? e.g., list vocabulary; model language use; explicitly teach a literacy skill; use examples from other students/texts; scaffold the learning of a genre.  **Organization and management**  **Grouping**  When and how will you use student groups in whole class, small group, or pairs for this lesson?  If using groups, consider the types of groups that would be appropriate for this lesson (e.g., mixed ability, same ability, friendship). Also if you are not using established groups how are you going to select group members to form the groups (e.g., numbering, grouping game)? When will it be relevant for you to consider the preferred working partners of your students?  Consider things like students’ experience with working in groups and co-operative learning skills if you intend to use these strategies.  **Physical environment**  How are the desks arranged?  What part of the classroom are you using?  What considerations about the physical space are needed? (e.g., outdoor areas, at desks, carpet, covered play area, oval, library…)  If using groups, map out where in the classroom each group is going to be placed?  **Seating**  What is your seating plan? Why have you made certain choices about seating?  When will you have students sitting at their tables facing the teacher, at their desks facing each other? Who sits at the back and at the front of the class? Where is your position in relation to the students?  **Timing**  How long will each part of the lesson take? This includes how long the activities and instructions take and how long the management takes e.g., getting into groups, moving onto the carpet, moving to an outside/other area, packing up. Ensure that you make particular note of when seating/grouping/class organization changes are to occur.  How long will you have your students sitting at their tables? How often will you change activities according to age levels (younger students and students with special needs will need to change tasks and positions frequently)?  **Behavior**  What do you know about key aspects of the learners’ behavior? How will you manage the behavior/s of the learners throughout the lesson? What strategies and considerations do you need to make? e.g., list the relevant micro skills that you will use, write down specific phrases you might use, non-verbal cues you will use, and include how you will positively reinforce/reward target behavior.  **Safety and risk assessment**  Evaluate the risk factors for this lesson. What are they? What steps will you take?  Which school policies are relevant to this lesson? (e.g., laboratory/workshop procedures, excursion policies, fire evacuation, lock down)  What safety considerations need to be made about this lesson in terms of equipment use, space, and student movement? | |
| Resources and equipment | |
| **Physical resources**  What resources for teaching will you need for this lesson? List the reference books, whiteboard pens, butcher’s paper, blu-tak.  What materials such as stimulus material, handouts, worksheets, will you use? If possible attach copies of these to your lesson plan. If not, list the references.  What school equipment will you be using in this lesson? Laboratory equipment, sports equipment, electronic whiteboard, TV and DVD, data projector, computers…  Are there sufficient resources for each student?  What equipment will the students need to provide for this lesson? e.g., calculators, scissors, glue, coloured pencils, sunscreen…  **Human resources** (Teaching Assistants, parents or specialists)  What will these people be doing in your lesson? | |
| Outcomes | |
| **Context of lesson**  What is the general purpose of the lesson? Where is this lesson located in a series of lessons? In what part of the unit does this lesson fall?  How does the lesson link to the previous and subsequent lesson? | |
| **Syllabus outcomes/Essential Learnings**  Indicate one or more curriculum outcomes or essential learnings to which this lesson links. | |
| **Lesson outcomes**  What will the students be able to **know** and **do** by the end of the lesson?  Are your outcomes:   * clear and concise? * written with a verb/process (do) that links with the knowledge required? eg describe, complete * selected carefully? 1-3 outcomes is sufficient * prefaced with “***The students will be able to****:” or “****At the end of the lesson the successful student will be able to****:”*?   Tip – Avoid using verbs/processes that are vague and cannot be observed or assessed. e.g., avoid writing *Students will*…“*understand*…”, “*know*…”, “*be more aware of*…”, “*become familiar with*…” . To help you select more appropriate and valid verbs/processes, try using Bloom’s Taxonomy or Dimensions of Learning.  Warning – Are you sure that your lesson will provide the evidence you need to determine if these outcomes have been achieved? If not, the outcome may need to be re-written.    **Some examples:**  ***At the end of the lesson students will be able to:***   * Demonstrate turn-taking in a group situation when planning a shopping list. * Describe the digestive system of a mouse by tracking the passage of a piece of cheese. * Recall the four different types of triangles by labelling given diagrams. * Hop on the same foot for three successive hops over a distance. | **Assessment of lesson outcomes** |
| How are you going to know if the lesson outcomes have been achieved?  What will you do to find out?   * What assessment techniques are you going to use? * What sources of evidence are you going to use?   How are you going to record this information?  **Some examples:**     * Teacher monitors group activity and records evidence of turn-taking * Student self-assessment questionnaire (Did I butt in? Did I wait my turn?) * Student oral reports self-assessment to the rest of the group for verification * Student paragraph writing (formative assessment). 100 words under test conditions. Teacher collects, marks and records comments about student understanding in record book * Student worksheet naming triangles. Teacher collects, marks and records result in mark book * Teacher observes individual students and records performance and degree of success (e.g., number of hops and distance) on a checklist |

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| Procedure | | |
| The lesson procedure must be written in the appropriate genre i.e., the procedural genre. The steps outlined here will reflect the **pre-planning considerations** that you have made. For instance, the pedagogy that you implement will directly link to the kinds of learners you have, the lesson outcomes you intend, and to the contextual constraints under which you are planning to teach (e.g., physical environment, time, etc).  Ensure the steps include those that you will take to check that students are on track – these include checking that students understand your instructions and directions, and understand the skill/concept/topic and are ready to move on.  Ensure that you include how you assess lesson outcomes.  Include in the procedure the steps you will take to make the **transition** from one activity to another. | | |
| **Time** | **Steps** | **Key questions, including checking for understanding**  **Resources**  **Management reminders**  **Provision for extension/special support** |
|  | **Getting focussed**  This is a settling activity that takes only a few minutes. It is something you do “before the lesson begins”. It may or may not relate directly to what you are about to teach. It allows students time to settle down and prepare themselves to learn. | What **questions** will you ask and when? List the questions that you intend to use in the place where they are to be asked.  What **resources** will you need at what point in the lesson?  How are you **checking** that students understand your instructions/explanations?  What kinds of **behaviour** and **classroom** **management** strategies will you use and when?  How are you providing for **students** who need extension and further challenge, like the fast finishers? How do you accommodate students who require extra support?  Also keep an eye on the **time**. Sometimes if something is really going well but is taking longer than expected – keep going but consider the rest of the lesson/ day. Also working out when to change the pace of a lesson – slow down/speed up based on your immediate assessment of student learning. Note reasons for it in the evaluation of your lesson. |
|  | **Beginning**  What will you do to:   * Focus students and set the scene, establish context and identify outcomes for the lesson? * Activate students’ prior knowledge of the topic? * Generate students’ interest and involvement? * Explain: who, what, where? |
|  | **Middle**  Now that students are engaged in the lesson, what are they going to be doing?  How will you:   * Sequence your lesson carefully to ensure that you have the steps in the order students need to complete the task/learn most effectively? * Explain your activity/lesson, outline tasks e.g., “Your job will be to…”, list board work activities, book setting out and so on? * Cater for the ranges of ability of the class including any students who need special focus e.g., students who need extra support or extension? * Provide an opportunity for students to practise/apply what was learnt? |
|  | **Conclusion**  How you are going to conclude the lesson/bring it all together for the students?  How will you:   * Revisit the focus/topic/purpose? The lesson conclusion should reiterate the lesson outcome/s. * Reflect on the learning and about what the students have been doing? This may reflect on the focus, outcome or their own peers’ performance/knowledge. This may involve questioning, statements, summary (by teacher or students), review, brief outline of any follow-on that is to occur, quiz, marking, collection of work samples, recording of data, reflection task e.g., learning log, Think Pair Share * Assess student learning and provide valuable feedback to them? * Give out homework tasks, if necessary? |
| **Blackboard / whiteboard development**  How will you use the blackboard/ whiteboard/ electronic whiteboard?  What specifically will you write/ display on the board and at what point in the lesson? | | |
| Self Evaluation | | |
| How did your lesson go?   * Was your lesson plan appropriate? Consider the stages of it, the appropriateness of sequence, resources, questions, and so on. * What changes if any did you make to the lesson plan as the lesson progressed and what were the reasons for the changes. * How was your teaching performance? Consider quality of instructions given, management strategies used, pacing, movement around the room, scanning of student learning, proximity to students, teaching to only one section of the room, use of voice, use of praise and so on. * How did the students perform? Consider achievement of outcomes, on task working, behaviour, engagement.   What improvements could you make?  What things do you need to remember if you were to teach this particular lesson again? | | |