

SECTION THREE

TEACHING BLOCK

LESSON PLANS

As a student teacher, you are required to write a lesson plan for every lesson that you plan and teach.

During this semester, these lesson plans will need to be a detailed account of what you wish to accomplish (**objective**), the materials and equipment that you will be using, the state standards for the subject you are teaching (**PASS/Common Core/C³ skills**), the procedures you intend to employ to accomplish your objective, your presentation, and finally, how you will evaluate if your students learned from your instruction (**assessment**). Although that sounds like a lot of work for a short lesson, the basic elements that you include and practice will contribute much to the success of your instruction.

A lesson plan is the framework for being able to present your instruction in a clear manner. Everyone has a different idea about what a lesson plan should look like. If you look deeper, however, you will see that there are many similarities found in each one. Consider the following:

Know what your mentor teacher and the State of Oklahoma expect of instruction in this subject area. Consult the standards listed on the Department of Education website. Then look at the grade levels above your grade and below your grade level. This will assist you in placing your own classroom standards in sequence for this subject. Next, look at the school's curriculum guide. This will tell you per subject area what is expected to be taught in each grade level in that school district. Talk with your mentor teacher about what he/she has planned for the year. Knowing this will set the perimeters for what you should select for your unit of study and for lessons throughout the semester.

Set your objective. What is the purpose of your lesson? What do you want your students through your instruction to know and be able to do?

Think about how you will go about teaching the lesson. Assessment will always be one of the first steps to be considered. You will need to know what your students already know before you begin to instruct them in this subject. This will keep you from wasting valuable time during your instructional unit. You will also need to consider **differentiated instructional strategies** so that you assist all learners with being successful through your time of teaching. Know your students and select learning experiences that will reflect their stages of learning.

Consider how you will allow students to practice the skills you wish them to attain so that mastery is reached. What types of activities will you plan that allows your students to gain new skills through your instruction? What types of strategies will you use to assist your students in moving from lower level skills to higher order thinking? Select an appropriate instructional plan and use it as a template as you organize your thoughts about the lesson you want to teach or the

center you want to develop. Purposefully plan a variety of strategies. Plan to use technology that is available to you when selecting strategies. **Write a lesson plan and objective for every lesson you teach.** Work with your mentor teacher and your university supervisor for additional assistance as you assume this responsibility making sure that the format you use is acceptable with them.

Consider how you will re-teach when necessary. Many times students seem to get off the track. You will need to know if they have understood the concepts you are teaching and how to move them back so that your lesson is effective.

Consider how you will conclude the lesson. Having students reach closure before the lesson is concluded is essential. Although this can be accomplished in very simple ways (i.e. students telling one fact that they learned during the lesson), it is often left out. Seek a variety of simple and non-time consuming ways to make your lesson more meaningful by planning for closure of each lesson you teach.

Consider how you will assess what the students learned during your instruction. You will need to know if your instruction impacted the learning of the students in your class. Planning how you will determine this is vital to your success as a teacher.

Your Teacher Work Sample will be a good place to start in making a mind-set of planning for lessons for efficiency and effectiveness. During your student teaching semester, your lesson planning will require many hours of dedication, research, and conversation with your mentor teacher and your supervisor. The detail you will use during this semester will save you time and effort when you enter the teaching profession. Although the work you will complete this semester will not eliminate the need for lesson planning, it will definitely increase your efficiency in planning in the next years of employment. You will have in your brain all the elements of good instruction and will be able to use them automatically.

FREQUENTLY ASKED QUESTION ABOUT LESSON PLANNING

1. **May I use someone else's lesson planning format?** Yes, just be sure that it is the template only. Your supervisor or your mentor teacher may have a format for lesson planning that is very good. Plans should always have an objective and an assessment and should have these components written in. The exceptions to this are the lessons within your Teacher Work Sample (TWS) which should be more detailed addressing all components within the artifact. It is recommended that you use templates to save time and to minimize the possibility of leaving out important information (i.e. closure).
2. **What are some effective ways to assess my students prior to planning my lessons?** You might consider formal pretests, discussion, KWL charts, and any other quick method to determine what your students already know and are able to do. (A KWL chart is a visual of what they already **know (K)**, what they **want** to learn (**W**), and what they have **learned (L)** about a topic.
3. **Is it OK to ask for assistance from my mentor teacher and/or supervisor when planning my lessons?** Absolutely. The highest compliment you can give your mentor teacher and your supervisor is to ask questions. Their guidance and instruction in planning can assist you in both planning and delivering instruction that is effective and successful. Asking questions shows them that you value their input and expertise.
4. **How detailed should my lesson plans be?** There are many websites that have templates for lesson plans. Use them with some tweaking so that it is appropriate for your classroom and your students. A sample is provided for you in Appendix L.
5. **How do I begin to decide what my Unit of Study will be about?** This is one of the first steps in the planning of your unit (TWS). During a planning session with your mentor teacher at the beginning of each block, discuss what the curriculum of the school is for the semester. Then decide how your unit will fit into the school and grade level's curriculum and when you might be able to teach it. Factors that will play a part in this planning will be holidays, big events planned, testing, etc. Then decide on the PASS/Common Core/C³ skills you would like to plan to teach. Together with your mentor teacher and your supervisor, you should decide fairly soon what parts of the existing curriculum you will plan to teach. Always remember that the unit of study **must fit into the curriculum required for the students in your classroom.**

If I have a Unit of Study (TWS) already written, may I use this instead of writing a new one? Only if it matches completely the curriculum of the school, has approval by the mentor teacher and the supervisor, and keeps the pace that the mentor teacher has planned for the semester. The Unit of Study should be planned around the existing curriculum, PASS/Common Core/C³ skills needed for the students in your classroom without breaking the sequence of instruction.