

**Components of Lesson Plan**

**Common Core Learning Standards**

Identify which standards are being addressed in your lesson

**Literacy Standards & Alignment to Action Plan**

Identify which literacy standards are being addressed. Identify how the lesson is tied to your action plan for your class.

**Learning Outcomes**

Identify what you expect students to know and be able to do at the end of your lesson.

**“I can…” objectives**

“I can…” objectivesare standards-based lesson outcomes translated into “kid-friendly” language. They reflect the learning that is to occur through the activities that are planned for the lesson.

Examples:

I can identify how changing the dimensions of a cylinder will affect the volume by using different models of cylinders.

I can make specific references to passages and events from the text to prove what the text says directly.

I can identify patterns of change in weather and use that information to make predictions about future conditions.

“I can…” objectives should be posted where students can easily **see** them and be **used** by students and teachers **throughout** the lesson to focus and monitor learning.

**Formative Assessments**

Formative Assessmentsare used to check for understanding during a lesson. They provide feedback to teachers and students so adjustments can be made throughout the lesson to ensure mastery of the learner outcomes. By using evidence from formative assessment processes, teachers can quickly make decisions to adjust instruction to meet student needs while the learning is still in progress.

Examples:

Have every student solve a math problem showing their work on an **individual white board.**

Ask every student to write a concept or definition in their own words on an **individual white board.**

Rachael Billmeyer’s **One Minute Assessment** (ask students to write what is confusing to them at that moment or what they understand now that they didn’t when the lesson began, etc).

**Cold Calling** questioning technique (Teach Like a Champion).

Multiple methods of formative assessment can and should be used throughout a lesson.

**Summative Assessments**

Summative assessments are assessment of learning. **Summative Assessments** are given periodically to determine at a particular point in time what students know and do not know. They are often given at the end of a unit, quarter, or at the end of a course.

Examples:

 Tests, projects, presentations

**Rationale and Relevance**

When we work with our students today, do they know the rationale and relevance of why they are learning the material? It is important to address what is to be learned and why it is important*.* Spell itout for them.**Explain the direct relevance of the learning to their own lives. Make the concepts they are studying meaningful by relating them to interests and concerns of their own.**Remember, the principle of relevance enables aninstructor to bring understanding to students as to why it is important in their world. i.e. What do you think students would say if they if they knew that all of their video games were based on math equations?

**Anticipatory Set**

Madeline Hunter’s anticipatory set is sometimes called a **"hook" to grab the student's attention**. During the anticipatory set, actions and statements are made by the teacher to relate the experiences of the students to the objectives of the lesson. During this point in the lesson, the teacher puts students into a receptive frame of mind.

The purpose of the anticipatory set is to focus students’ attention on the lesson, create an organizing framework for the ideas, principles, or information that is to follow (teaching strategy called “advanced organizers”), to extend

the understanding and the application of abstract ideas through the use of example or analogy. **The “hook” can be used any time a different activity or new concept is to be introduced**.

Examples:

* Provocative Questions
* Review of previous lesson(s)
* Picture – Cartoon
* Story
* Startling or unexpected statement
* Refer students to specific visuals/ graphic organizers/ thinking maps

**Learning Activities**

The learning activities are the things that students actually do to master the concepts and achieve the goals and objectives. How will you structure the activity to ensure that students are actively participate in their learning? A good lesson plan will explain how the activities teach the concepts.

**Access for All**

How will you ensure that every student in your class, regardless of ability, is able to access the learning? There are a variety of differentiation techniques that can be used to assist.

**Closing Activity/Can I…**

The closing activity is the time when you wrap up a lesson and help students organize the information into a meaningful context in their minds. Closure activities also help you weave today's lesson with yesterday's while providing a look ahead at what tomorrow's will bring. As a deliberate part of your planning process, these activities summarize the current lesson, provide it context, and build anticipation for the next.

**Reinforcing what students have learned, closure activities also serve as an assessment tool with which to evaluate your students’ learning…Did they get it?** It helps a teacher know what needs to be reinforced in future lessons.

Examples:

**Ask questions:**

* Refer to the “I can…” statement posted at the beginning of class and have students reflect on how well they have achieved the kid-friendly learning objective on a scale from 1-5.
* How would you summarize today's lesson for someone who wasn't here?
* What was the most significant learning from today?
* What "a-ha" did you have today?
* What was the most difficult concept in today’s lesson?
* What should I review further in our next lesson?

**Provide a Get-Out-of-Class Ticket**

Ask students to write down one potential TEST QUESTION from today's lesson. Collect them as your students leave the room, a “ticket out the door”. Hang on to them. You might want to use one or two on an upcoming unit exam. This also provides a chance to personally connect. Saying goodbye is an opportunity to build up individual relationships with your students which, in turn, helps build up a positive [classroom culture.](http://teaching.colostate.edu/tips/tip.cfm?tipid=137)

# Excerpt on closure from “Closure Activities: Making that Last Impression” By Rod Lucero

**What modifications will I make based on my formative assessments? (to be filled in after the lesson is taught)**

What went well (or not)? What unexpected things happened? Did the students get out of the lesson what you wanted them to? What would you change to increase student learning?