

University of Pittsburgh-Johnstown

Education Division

Elements of a Lesson Plan

The following elements represent the basic components of lesson plan that has been approved by the Education Division faculty. While there are many ways to lesson plan, all effective lesson plans are systematic and thoughtful. They are based on the professional standards that we hold for student learning as well as the individual needs of students. Please adhere to your instructor's expectation for the extent to which each element must be developed for your course lesson plan(s). You will notice that the assessment section follows the lesson objective(s). This is a practice common for backwards design in which the means for determining how one is to know that the learning objective(s) has/have been met are identified early on.

Learning Context

I. What is the context of the lesson?

- a. The learning context identifies the grade level, content/subject area, and in some cases, it may also briefly explain what lessons have occurred previously as a backdrop for the current lesson. You may also consider students' readiness level(s). Inherently, such knowledge requires some sort of pre-assessment.

Ex. Third Grade. Social Studies. Students are familiar with basic history of United States and are familiar with a working definition of "culture."

- b. Excellent lessons also typically include a classroom learning profile. A classroom learning profile outlines the general strengths and needs of students as learners. While you may not be asked by your instructor to include a classroom learning profile with your lesson plan, the exercise of creating one may be helpful as you plan for differentiations, modifications, and/or accommodations for instruction and assessments.

Learning Objective/outcome(s)

II. What is it that you would like students (Ss) to Know/Do/ or Be?

- a. For students with Special Needs, these may be informed by their Individualized Education Program (IEP).
- b. All three domains may not be needed for a single lesson. Typically dispositions and attitudes are developed over a period of time and occur during unit planning.

Know/DO/BE		
What you want Ss to Know	Knowledge (e.g., factual, conceptual, procedural, metacognitive)	Students will be able to <u>explain</u> the differences between primary and secondary colors.
What you want Ss to be able to Do (with what they know)	Skills (e.g., fine/gross motor, leadership, problem-solving, collaboration, communication)	Students will be able to <u>construct</u> three-dimensional figures using everyday classroom materials.
Who you want Ss to Be	Dispositions/Attitudes	Student will appreciate the <u>aesthetics</u> of different art forms.

Note: The verbs used in your learning objectives are often actionable and measurable. See all Bloom's Taxonomy

<http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf>

Standards

III. What professional learning standards are used to inform the learning objective(s)?

- a. Include relevant content or subject area standards when appropriate. In most cases you will use your state academic standards.

Note: For a full list of the Pennsylvania State Academic Standards, see

http://www.portal.state.pa.us/portal/server.pt/community/state_academic_standards/19721

PA Standards Alignment System (SAS) <http://www.pdesas.org/>

Assessment(s)

IV. How will you know that students have mastered the learning objective(s) for the lesson?

- a. Identify an activity that students will engage in to measure the mastery of the learning objective(s). Keep in mind that for every learning objective, you must have a corresponding assessment.

Ex. Students will produce a paragraph to explain the meaning of a particular symbol as it is used to communicate cultural values/perspectives in everyday life. The explanation will provide an example of usage (either in pictorial or narrative form).

- b. Differentiation of assessment (if needed)

Ex. The students may produce either a pictorial or narrative explanation of the meaning of a particular symbol as is it is used to communicate cultural values/perspectives in everyday life.

- c. Some activities throughout the lesson may also serve as formative assessments that are used to guide instruction. In such cases, indicate the assessment purpose of these activities by writing in parenthesis next to them (formative assessment).

Materials

V. What materials and resources are needed throughout the delivery of the lesson?

- a. List all materials that the students will use to access information and to engage in activities. You do not need to list teacher materials such as white board, teacher's manual, etc.

Target or New Vocabulary (if applicable)

VI. What key terminology or concepts are necessary for the students to know in order to engage in the lesson?

Methods

VII. What strategies and activities will be employed to engage all students and to foster learning to meet the learning objective(s)? How will the students utilize the materials above throughout the lesson?

- a. While your instructor may require particular components for the methods section of your lesson plan (usually based on varied approaches that you will read about in your coursework), the methods section often consists of an opening, presentation of key concepts/lesson content, opportunities for students to practice, discuss, and/or critique the lesson's content, an evaluation of students' learning (see assessments above), and a closing.

Note: See Methods of Common Lesson Plan models

<http://mathcs.wilkes.edu/~rpryor/ed589/lessplns.html>

http://www.huntington.edu/dept_interior.aspx?id=2217&terms=lesson%20plans

See Sample 5E lesson plans

<http://faculty.mwsu.edu/west/maryann.coe/coe/inquire/inquiry.htm>

<http://www.lessonplanspage.com/printables/PScienceLifeCycleOfAPlant5ELesson23.htm>

Reflection/Lesson Extension

VIII. What approaches will you take to extend students' learning beyond the lesson? How will you use lesson data for future planning?

- a. The lesson extension requires keen consideration of students' possible learning during the lesson based on their readiness and other learning factors. The lesson extension may consist of homework, independent projects, or key concepts that will link the current lesson with other lessons.

*When constructing your own lesson plans, it is not necessary to include Roman numerals. These are used here to facilitate structured classroom discussion on the elements of a lesson plan. Methods section it typically written in third person.