Planning for Teaching

(Reading Material)

Effective planning is the basis of successful teaching. Planning begins with the goals of a particular teaching-learning situation; encompasses means of attaining those goals, including materials and activities; and terminates with effective procedures for evaluating the degree to which the instructional goals have been achieved. Good planning has the potential to build confidence, and make you feel more secure in lesson execution.

Types of plans. Basic types of planning include long-range plans for the year or semester, plans of units of work relating to the larger plan, and plans for each day's work -- all contributing to the accomplishment of the major objectives of education.

Sample Planning Guide for a Directed Teaching Activity

I. Focusing Student Attention or "Warm Up:" How will an anticipatory set be established to focus students’ learning and to ensure on-task-behavior by all students?

- What will be done to help students develop positive attitudes and perceptions about the learning climate and the learning task?
- What brief task (up to 5 minutes) can I use to get the students’ attention focused and prepared to think critically?
- What brief task can I use to give students meaningful opportunities for practice of a key skill (i.e., procedural knowledge) or application of essential declarative knowledge?

II. Statement of Objective: How will essential learner outcomes for the lesson be stated and communicated to students?

- What do I want students to know and be able to do as a result of the lesson?
- How will I share the lesson objective(s) with my students?
- What is the primary instructional focus of my lesson?
  - mastery of essential declarative and procedural knowledge?
  - extension and refinement of essential knowledge?
  - meaningful use of knowledge?
  - demonstration of productive habits of mind?

III. Introductory and Developmental Activities (Teacher Directed): How will the lesson be organized in order to ensure student mastery of essential learner outcomes? How will assessment of student progress be integrated into instruction?

A. Declarative Knowledge: What are the general topics and specifics of the lesson?
• What are the essential facts, concepts, generalizations, and principles that I wish to emphasize in the lesson?
• How will students be aided in constructing meaning, organizing information, and storing it in long-term memory?
• How will students experience the information presented in the lesson?

B. Procedural Knowledge: What skills, processes, competencies, and procedures do students really need to master in this lesson?

• How will I model the skills and processes in the lesson? How will students be helped to understand, use, and internalize the skill or competency?

IV. Guided Practice Activities (Teacher Monitored): How will students be assisted to extend and refine the knowledge they are acquiring?

• What information will be extended and refined?
• What activities will be used to help students extend and refine their knowledge? To what extent will student-centered activities be used? To what extent will cooperative learning structures be used?

V. Independent Activities/meaningful-use Tasks (Student Alone or in Cooperative Learning Groups): To what extent does this lesson contribute to students’ ability to demonstrate self-regulated, critical, and creative thinking?

• What independent activities and tasks are to be part of this lesson?
• How do these activities and tasks reinforce students’ mastery of knowledge?
• To what extent, if any, do these activities and tasks contribute to developing the skills of decision-making and problem solving?

VI. Assessment Activities: Throughout the course of the lesson, how will I monitor student progress?

• What strategies will I use to monitor the extent of students’ mastery of learner outcomes?
• What formative assessment strategies will I use to ensure that student progress is monitored from the beginning to the end of the lesson?
• What summative assessment strategy or strategies will I use to ensure that all students have mastered the essential learner outcomes?

VII. Closure Activity (Teacher Guided): Such an activity is designed to foster a sense of completion among students. It may be an essential part of the assessment process or it can function as a stand-alone activity.

• What did we do?
• How far will we go tomorrow? For our next lesson, think about...
• In your opinion, what are the most significant or interesting parts of the lesson?
• How does the lesson relate to you and your world?
SAMPLE LESSON PLAN FORMAT

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Title of Lesson ___________________________________________________ TEKS: ________________________________
________________________________________________________________
________________________________________________________________
Statement of Objective
________________________________________________________________
________________________________________________________________
Warm Up / Focus
________________________________________________________________
________________________________________________________________
Introductory and Developmental Activities
________________________________________________________________
________________________________________________________________
Guided Practice Activities
________________________________________________________________
________________________________________________________________
Independent Activities/Meaningful-Use Tasks
________________________________________________________________
________________________________________________________________
Assessment Activities
________________________________________________________________
________________________________________________________________
Closure

Reflection