



Lesson Planning

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21st April, 2018

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What makes a good teacher great?

- <https://youtu.be/vrU6YJle6Q4>
- I've been asking the question: What makes a good teacher great? for 24 years. I have collected 26,000 responses from 8 different schools and patterns have emerged.

Why plan lessons?

- Logical sequence
- Working document that can change
- It forms a record of what has been taught
- Used for someone to cover your lesson

Mrs. Shannon's Lesson Plan			
INFORMATION	Day: _____ Date: _____		
	Class: Bell Ringer: Conversation Calendars		
	Standard: _____		
	Daily Outcome: _____		
	Topic: _____ Chapter: _____ Lesson: _____ Page # _____ T W I R L		
BEFORE	Purpose	Strategy	Procedure
	Purpose	Strategy	Procedure
	Purpose	Strategy	Procedure
DURING	Purpose	Strategy	Procedure
	Purpose	Strategy	Procedure
ASSESS	How will I measure if the outcome is met?		
REFLECTIONS			

What do we put into it?

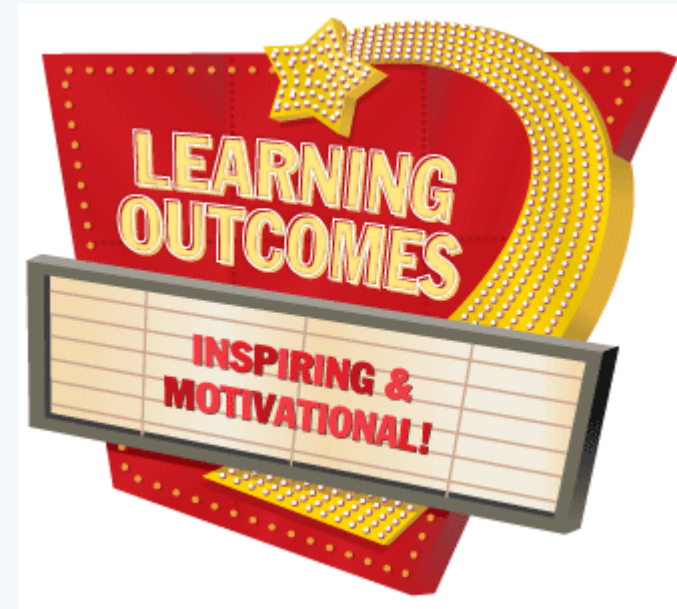
- *General info about the lesson....week, topic etc.*
- *What should happen during the lesson sequence.*
- *Outcomes/Learning Intentions.*
- *Timeframes, content, resources and assessment.*
- *Lesson reflection at the end.*

Lesson Planning

- <https://youtu.be/QB1CJGPq3EU>
- Lesson planning is an important part of being a teacher. While experienced teachers may appear to not require a plan it is only because they have probably taught a lesson so many times that the majority of their plan is in their head. They will still have a good idea of how they want and expect the lesson to proceed. Inexperienced teachers will need the structure a good lesson plan provides. A good plan acts as a guide to your planning. It helps a teacher consider the direction of the lesson and possible pitfalls and diversions. It also helps a teacher keep on track during the lesson but should not be so restrictive that it prevents flexibility in class. A lesson plan also serves as a record of what you have taught before enabling you to easily see what to review at later dates and to see what worked and did not work with a particular lesson. Each lesson you teach should follow a certain process that involves preparation, teaching, and reflection.

Outcomes

- *Directly from the scope and sequence.*
- *Big picture for a series of lessons.*



Learning Intentions and Success Criteria

- <https://youtu.be/KqOTrqn7bcg>



Learning intentions

- *Learning Intentions* are descriptions of what learners should know, understand and be able to do by the end of a learning period or unit. Learning intentions are the basis for tracking student progress, providing feedback and assessing achievement. In addition to learning intentions, students may also have individual learning goals that they address in their learning.

Learning
intentions

Learning Intentions

- *they provide students with appropriate challenge*
- *they are matched to teaching and learning activities and assessment tasks*
- *students share a commitment to achieving them, as they are then more likely to seek feedback*
- *they are generalisable to allow effective transfer of learnt skills to different contexts.*

Explicit teaching-Step 1: Learning Intention

- The first part of explicit teaching is a clear goal. *Setting lesson goals is easy, inexpensive and has a massive effect on how well students do at school. The effect that goals have on achievement is so large, it rivals the effect of socio-economic status.*
- To have any impact on how well students do at school, you must write down your goals and you must do so correctly. The good news is that this is not hard to do.
- Lesson goals always explain what the students need to *understand* and what they must be able to do by the end of the lesson.
- Then, you simply put these elements together, typically with a starting statement such as, *the students must be able to ...*

Recall previous knowledge

- Two minute talk
- Think pair share
- Hot Seat
- Pictures to cue
- Brainstorm



**Activating
prior knowledge**

Introduction

- *Asking questions to get the students thinking about the topic of the lesson.*
- *Showing pictures that relate to the lesson topic.*
- *Telling a story to show the importance of the topic.*
- *Bringing in "realia" (real objects) related to the lesson.*
- *Video*
- *Song*



Explicit Teaching Step 2: Some Show & Tell

- The second essential ingredient of explicit teaching is *show and tell*.
- Put simply, **telling** involves sharing information or knowledge with your students while **showing** involves modelling how to do something. Once you are clear about what you want your students to know and be able to do by the end of the lesson, you need to **tell** them what they need to know and **show** them how to do the things you want them to be able to do.
- Students actually need to know stuff in order to apply that knowledge. Explicit teaching involves telling them new stuff and showing them how to do things.
- However, you don't want to spend your entire lesson **telling** kids stuff, so it is vital to focus on things they genuinely need to know. To do this, have another look at your lesson goal. Your lesson goal helps you to know what you need to tell children. This may include sharing key facts and explaining associated vocabulary. It may also include discussing rules that students could follow to help them in their subsequent task.

Explicit Teaching Step 2: Some Show & Tell

- *Showing students how to do things involves modelling both the visible actions and the underlying thinking. You model your inner thinking using the think-aloud strategy, which can be visually displayed in a thought bubble. Helping students to self-verbalize the steps involved in a task has a large impact on their subsequent achievement. This is why it is important for you to think-aloud while modelling how to do the task.*

Explicit Teaching Step 3: Plenty of Practice

- The final part of explicit teaching is practice. Practice makes perfect, and you should allow plenty of time for your students to practice what you have taught them.
- You should start with some guided practice. This involves giving your students time to practice new things while supporting them to do so. This allows students to become fluent while refining their skills. During this time, you monitor how well they are doing and help them as needed. It is incidental explicit teaching in action.
- Once your students seem to be doing okay on their own, it is time check their work. This enables you to ensure that have it right before moving on. It also gives you an opportunity to recap the key knowledge and steps as you look at some examples as a class.

Explicit Teaching Step 3: Plenty of Practice

- If the class is ready, you then give them time to do independent practice. This practice helps them to improve their fluency and retain what they have learned. If some of your students still need help, you can reteach them and give them time for further guided practice while your other students do independent practice.
- Research shows that it is crucial for students to continue practising overtime. While practice is a 'must have' ingredient of a successful lesson, it is important that you allow them several subsequent opportunities for further practice.

EXPLICIT TEACHING IN A NUTSHELL

- *Be clear about what you want your students to know and be able to do by the end of each lesson*
- *Tell children what they need to know and show them how to do what they need to do*
- *Give your students time to practice what they have learnt*



Individual Activities

- **1. Pretest with a Partner**

This is a great activity, especially for ELLs. Before handing out the pretest let your students know that the test will not be scored, that way we can lower anxiety and increase engaged learning. Pair students up for the pretest, then have them use the same set of materials for that pretest. If it's on the computer, simply have them share a computer between the two of them. During the pretest walk around the room so you can gauge your students' needs and adjust the lesson accordingly. Make sure that the pretest is very similar to the posttest so you can see how much was actually retained during the direct instruction.

- **2. Stand Up Sit Down**

Teachers can use this to help students differentiate between any two categories. For instance, when a teacher is trying to help her students distinguish between common nouns and proper nouns, she would give an example then instruct them to either stand up if it is a common noun or sit down if it is a proper noun. This is a great way to see how much of your class is actually grasping the material. It's also a great way to get your students' blood flowing to keep them alert and engaged.

- **3. Thumbs Up Thumbs Down**

I do this when I do teacher trainings all the time. You instruct students to put their thumbs up if they agree or put their thumbs down if they disagree. It's a very quick way to see how students are doing. However, when students have a low energy level (i.e. right after lunch) Stand Up Sit Down may be a better alternative. On the other hand, if you need to maintain your students' current energy level Thumbs Up Thumbs Down is ideal.

Individual Activities

- **4. Secret Answer**

I love this activity because it's great for students that might not be as confident in their answers. These students are the ones that if you were doing Stand Up Sit Down or Thumbs Up Thumbs Down as a class, they would be looking around the room to see what other students' answers are before they would answer it themselves. To do the exercise properly, have your students place their hand near their heart (physically) and hold up the appropriate number of fingers depending on what their answer is. This way, especially if all the students are facing the teacher, it is difficult for students to copy their neighbor's answer.

- **5. Response Cards**

This is another great way to get your students involved during class time. And frankly, sometimes it's nice to just mix things up a bit. You can use Response Cards for any number of responses, including: agree/disagree, true/false, yes/no, greater than/less than, multiple choice, and emotions. For example, while reading a book together as a class the teacher may pause and ask her students what they think the character is feeling right now. Then the students would be able to select happy from their personal stack of cards.

- **6. Think-Pair-Share**

This activity is a great way for students to be able to pause and process what they have just learned. Ask the class a question that they must first consider by themselves then give them the opportunity to discuss it with their neighbor. Once they've discussed the question, students are then invited to share their answers with the class. By giving them this time, you are enabling them to be more engaged in their learning.

Individual Activities

- 7. Quick Writes

Studies show that the proper ratio of direct instruction to reflection time for students is ten to two. That means that for every ten minutes of instruction teachers need to provide students with two minutes for reflection. This activity is a great way to provide students with that much needed reflection time! In this activity, the teacher asks a question about a topic or concept that has just been taught. Then the student produces a written response and either shares it with a neighbour or is invited to share it with the entire class.

- 8. One Word Splash

Although this activity is one that most teachers are pretty much unfamiliar with, it's a very effective way to help students process what they've already learned. After explaining new material, ask your students to write down one word to sum up that material. Now, you might think that writing down one word is overly simplistic but it actually requires higher processing skills that will help your students digest their learning. This can be done either with a pencil and paper or a dry erase marker and personal whiteboard for each student.

- 9. Quick Draw

This activity is great, especially for visual learners or students that aren't quite writing yet. After learning a new concept or topic, have your students draw a picture about what they've just learned. For example, after reading part of the story: Jack and the Bean Stalk, have your students draw what has happened in the story up to that point. Then a student may draw a picture of a boy planting seeds with a bean stalk growing in the background.

- 10. Gallery Walk

This is another great activity that will keep your students engaged and their energy level high. After having your students write or draw their responses, and have a Gallery Walk and allow your students to look around the room and see other students' responses. Because students seek approval from their peers they will put more effort into the exercise.

Individual Activities

- **11. A-Z Topic Summary**

End of lesson responses are a great way to engage your students and help them connect the dots on their own. I love having my students do an A-Z Topic Summary either as individuals or in pairs. If it is an individual activity, I'll have my students write either a word or a sentence having to do with the lesson for each letter of the alphabet. For example, if we learned about baking they would write a sentence for A such as: "Always preheat the oven before baking." If we do that activity in pairs, I'll usually assign a letter to each pair and have them write a sentence rather than have them do the whole alphabet.

- **12. 3-2-1**

This activity is very quick so it's perfect when you're pressed for time but still need to give your students a chance to process the material. First you'll have them write three facts they learned about the topic. Next, two questions they still have about the topic that might not have been covered in class. Finally, have your students write one opinion they have about the material.

- **13. Find Your Match**

This is another activity that will get your students up and moving. Hand out one card to each student in the class and then have them get up and find the other student with the matching card. You can do this with many topics including: rhyming words, uppercase/lowercase, antonyms/synonyms, words/definitions, problem/solution, and words/pictures. I especially like doing this with math problems and solutions for older students and words to their matching pictures for younger students.

- **14. Dictation**

One of my very favourite activities is Dictation! It is highly effective in engaging students because it is multisensory—involving: auditory, visual, kinaesthetic, and tactile senses. Having a multisensory approach increases working memory and integrates all language skills/modalities. To do Dictation have students listen to a word, repeat the word out loud, write it out on paper, and then have them read the word out loud again.

Conclusion – What have we learnt today?

- It goes without saying that you should never end a lesson by introducing something new, just to leave your students hanging till the next class. The best way to end a lesson is to give students some kind of review activity, so that they may see the progress they've made in just one lesson. One of the most common and easiest to implement is simply taking the last 5 minutes of class to ask your students, "What have you learned today?" Notice, here, that you're not the one telling them what they've learned. They may give you a list of new words, or say they learned to speak about what they did in the past or what they will do in the future, etc... Students may pick up something they missed earlier. Also, it's important to speak in functional ways, for example not say they learned to use the "simple present" but rather that they learned to speak about their habits, schedules, and everyday activities.

Conclusion-60 seconds

- Choose a few students and give each 60 seconds to speak about something you've covered that day: what they did yesterday if you worked on simple past; talk about Halloween, professions, or animals; older learners may even give a "how to" lesson; they may also summarize a story they heard, or place themselves in another person's shoes, like a celebrity, profession, or even animal. But they must speak for a full minute. To motivate students to speak, you may choose to reward the student who says the most, or includes the most information, with a reward sticker.

Conclusion Goodbye!

- For very young ESL learners the best way to wrap up a lesson is with a goodbye song or saying goodbye to a puppet. The puppet may “ask” them questions about something they learned, and even give them a short “review” by asking, “What’s this?” or “What’s that?” or any other question or expression they may have learned. You may set aside this special time with the puppet every day at the end of the class, so children know what to expect, and even though they may be very young, they will still have this sense of closure.

Reflection

Teachers use many strategies to guide students through a period of reflection. We offer several here: discussions, interviews, questioning, and logs and journals.

- **Discussions**

Sometimes, encouraging reflection is as simple as inviting students to think about their thinking. Students realize meaning making is an important goal when reflection becomes the topic of discussion. For example, conduct discussions about students' problem-solving processes. Invite students to share their metacognition, reveal their intentions, detail their strategies for solving a problem, describe their mental maps for monitoring their problem-solving process, and reflect on the strategy to determine its adequacy. During these kinds of rich discussions, students learn how to listen to and explore the implications of each other's metacognitive strategies. The kind of listening required during such discussions also builds the Habits of Mind related to empathy, flexibility, and persistence.

Reflection

Interviews

Interviews are another way to lead students to share reflections about their learning and their growth in the Habits of Mind. A teacher can interview a student, or students can interview classmates. Set aside time at the end of a learning sequence—a lesson, a unit, a school day, or a school year—to question each other about what has been learned. Guide students to look for ways they can apply their learnings to future settings. Interviews also provide teachers and students with opportunities to model and practice a variety of habits: listening with understanding and empathy, thinking and communicating with clarity and precision, and questioning and posing problems.

Reflection

Questioning

- Well-designed questions—supported by a classroom atmosphere grounded in trust—will invite students to reveal their insights, understandings, and applications of their learnings.



What worked/didn't work in Term 1?

- Reflection on butcher's paper in small groups. What lessons worked and which ones didn't work? Why?

