

DEVELOPING LESSON PLANS

QUEEN'S UNIVERSITY FACULTY OF EDUCATION

“THE WHY BEHIND THE WHAT”

Why should a beginning Teacher Candidate write detailed lesson plans? It reminds you to consider all the essential elements of a lesson, increasing the likelihood of a successful lesson. During practicum placements, you must collaborate with your Associate Teacher and Faculty Liaison to negotiate expectations for producing written lesson plans.

Your written lesson plans need to show that you have carefully considered these questions.

LEARNING INTENTIONS/ CURRICULUM CONNECTIONS:

- What specific expectations will I choose as the focus of this lesson? Will I choose other cross-curricular expectations? Which ones?
- Where appropriate, how will I re-phrase those expectations as student-friendly learning intentions?
- Where appropriate, how will I co-construct the success criteria in student-friendly language?
- How will I prominently post the learning intention(s) and success criteria for reference?

Achievement is enhanced when learners understand what it is they are “aiming for”, and can see what good work looks like. It helps everyone to focus on the learning, not the activity.

LINKS TO PREVIOUS LEARNING:

- How will I activate the appropriate prior knowledge of the learners?
- How will I determine appropriate starting points for the learners? Do I need to begin with Assessment *for* Learning (diagnostic assessment)?
- What accommodations and/or modifications will I need to consider for which learners?

New learning needs to build on previous learning. Sometimes the teacher needs to gather information about how much the learners already know/can do.

Some learners may require accommodations (specific teaching and assessment strategies, human supports, and/or individualized equipment); some may require modifications (specific expectations other than those for their designated grade level); some may require both.

LEARNING MATERIALS REQUIRED: What particular materials will I need?

Consider print, digital, pictorial, manipulative learning materials (ideally, a combination of these where appropriate).

LENGTH OF TIME REQUIRED: How much time will we need for this lesson?

Some lessons are designed in a way that requires more than one instructional day.

LAUNCH: What prompt, “hook” or motivational strategy will I use to engage the learners?

SUPPORTING THE LEARNERS:

Consider various ways of providing learning opportunities. *Some learning opportunities are designed as direct instruction, some as investigative inquiry and some as experiential.*

How will I provide appropriate modelled, shared and guided practice? *How does this lesson fit in the sequence of lessons that align with “backward design,” ending with Assessment of Learning (a summative assessment task)? How will I include the principles of Universal Design for Learning? (e.g., the importance of setting up the learning environment to ensure efficient student access to materials and resources and unimpeded flow between and among personal and shared work spaces; the importance of acronyms and visual prompts)*

Will this lesson involve the whole class or a smaller group? *Learning is more differentiated when the teacher works with small groups.*

If this lesson involves a smaller group, what will the other learners be doing? *I need to plan meaningful independent practice for consolidation/application.*

How will I take advantage of opportunities for Assessment **for** Learning (formative assessment)? How will I give timely formative feedback to the learners? *Achievement is maximized when learners are given opportunities to have several “tries” involving the new learning task and receive immediate, personalized feedback (directly related to the success criteria), with time given for chances to improve.*

How will I engage learners in opportunities for Assessment **as** Learning (self-assessment)? *When learners develop personal learning goals and assess their own progress, achievement is enhanced and a growth mind-set is developed.*

CONSOLIDATING LEARNING:

How will I plan to provide further opportunities for students to practice/apply their learning independently?

ASSESSING LEARNING:

How will I provide an opportunity for students to demonstrate their new learning (Assessment **of** Learning)? *Not every lesson has an Assessment of Learning component. Summative assessment happens after learners have been given chances to try the new learning, with feedback from the teacher.*

WRITE THE LESSON PLAN:

What sequence of steps will I follow?

STEP 1. LAUNCH/ACTIVATE BACKGROUND KNOWLEDGE



THIS IS THE “ENACTMENT” OF ALL YOUR THINKING ABOUT THE GUIDING QUESTIONS. USE AN APPROPRIATE ORGANIZER.

FINAL STEP. CONSOLIDATION/APPLICATION

NEXT STEPS /TEACHER REFLECTION:

Which learners need what next steps? What aspects of this lesson might I change for another time? *The next learning opportunity should be about what the learners need. Don’t plan details too far ahead. Flexibility is required.*

ASSOCIATE TEACHERS, PLEASE NOTE:

Teacher Candidates have explored lesson planning in their curriculum classes and should be able to use the appropriate lesson organizers unique to each curriculum area.