

The background of the slide features a close-up, slightly blurred image of a wooden pencil with a sharpened lead tip, resting on a sheet of graph paper. The pencil is oriented diagonally from the bottom left towards the center. The graph paper has a grid of small squares, and some faint, handwritten numbers are visible in the upper right quadrant. The overall color palette is warm, with soft yellows and browns.

LESSON PLANNING 101

NYSED 21ST CCLC STATEWIDE CONFERENCE

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Teachers College, Columbia University

Welcome & Introductions

Objectives

- You will leave understanding how to write a five-step lesson plan for any activity.
- You will identify ways to support yourself and/or others in planning.
- You will identify ways in which to align your programs to the school day and Common Core State Standards.

Key Ideas



- Planning is critical to successful instruction.
- Everyone should plan everything.
- There are many different approaches to planning. This is one of many.
- There are resources to support the planning process – no one must go at it alone.
- Aligning to the school day and CCSS must be strategic.

Agenda

- Overview
- Who/What/When/Why/How of Lesson Planning
- Writing a Lesson Plan
- School Day Alignment
- CCSS Alignment
- Turn Key and Challenges

What You WON'T Find



- ▣ Specific Area of Planning
- ▣ Curriculums to Purchase
- ▣ Unit Planning
- ▣ Aligning Pre-Existing Lessons to the CCSS



Lesson Planning 101

What Is a Lesson Plan?



The instructor's road map of what students need to learn and how it will be done effectively during the class time (Milkova, 2014).

A Lesson Plan is Not:

- ▣ A description of an activity
- ▣ A worksheet
- ▣ Something that's only for teachers
- ▣ Hard to write
- ▣ Time consuming
- ▣ Something for people who don't know how to work with kids

Key Point #1

- Planning is critical to successful instruction.
 - ▣ While a GOOD plan doesn't necessarily ensure a successful activity, a BAD plan ensures an unsuccessful activity.

Key Point #2

- Everyone should plan everything.
 - ▣ Everyone should write plans.
 - ▣ Every activity, every day, should have a plan.
 - ▣ Education is the place to beg, borrow and steal – but you **MUST** make it your own!

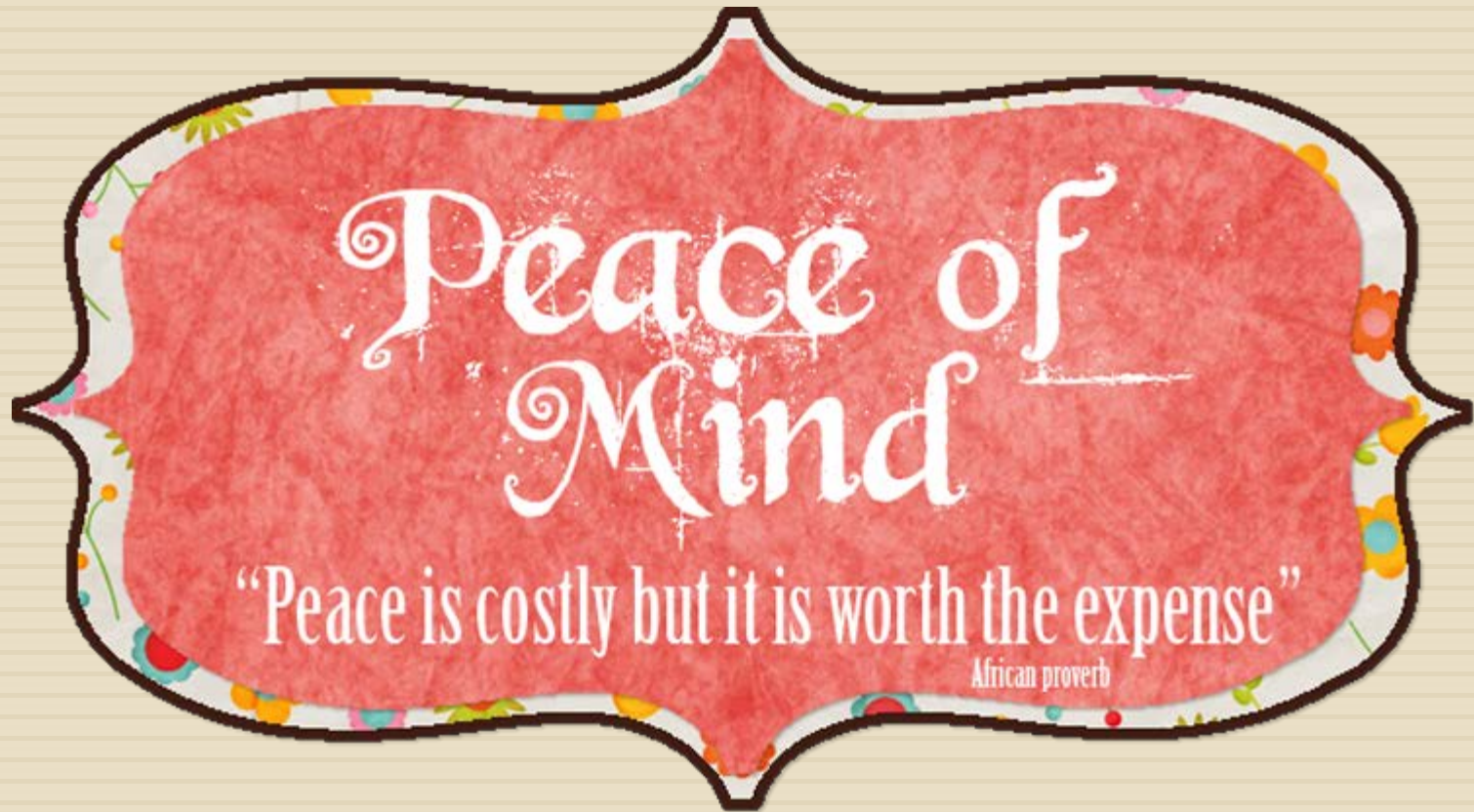
Why Do We Plan?

Learning Theory for Cognitive Development

1. Older children can think about more **complex and abstract** ideas, while younger children need less sophisticated ideas.
2. **Children actively construct their knowledge:** they are not passive recipients, but active participants. They need time to process knowledge – **categorize, make connections, ask questions.**
3. Cognitive development **builds on prior knowledge:** very little knowledge is written on a “blank slate”. New ideas cannot be explained unless that person has a reference place for the explanation.
4. Challenging student thought promotes cognitive development: Cognitive development **requires “exercise” of the brain.** Pushing slightly further than comfort zone.
5. **Healthy social interactions** promote cognitive development: Social interactions allow for sharing of ideas and expanding perspectives.

For more info, see Jean Piaget's works on cognitive development.

Why Do We Plan?



Key Point #3

- There are many different approaches to planning.
This is one of many.
- ▣ The Five Step Lesson Plan:
 - Opening
 - Introduction to New Material
 - Guided Practice
 - Independent Practice
 - Closing



Opening: connections to prior knowledge

Intro to New Material:
processing, making connections

Guided Practice: interacting, asking questions, clarifying

Independent Practice: practicing, internalizing

Closing: reinforcing, check for understanding

Five Step Lesson Plan Purpose and Methods

| Stage | Purpose | Methods |
|-----------------------------|---|--|
| Opening/ Motivation | Communicates the objective, why it's important, how it relates to other lessons, how learning will occur, "hooks" student interest | Do now, quickwrite, Pose a question, Share a weird fact, Present a problem, demonstration, Skit, KWL, Brainstorm, True/False checklist |
| Intro to New Material (INM) | Presents clear explanations or demonstrations of what is to be learned. Does not take up the bulk of the program time. | Read-aloud, Lecture, Demonstration, Modeling, Video clips, Presentations, Graphic organizers, Discovery learning |
| Guided Practice (GP) | Students attempt to explain or do what the teacher plans, with monitoring and coaching. Program leader checks to see if kids are ready to move on. If not, continue to support until ready. | Practice problems, Centers, Group work, Discussion, Recall questions, Graphic organizer, Think/Pair/Share |
| Independent Practice (IP) | Students attempt the objective on their own to demonstrate mastery. Program leader provides very minimal support at this point. | Original problems, Higher order questions, Performance tasks (essays, reports, skits) |
| Closing | A check of what was learned, its significance and its place in the larger learning goals. | Make a metaphor, Speed Round, Minute Paper, Exit ticket, Sticking point, One sentence summary, KWL chart. |

Writing a Lesson Plan



We're not planning a night out, we're planning for a destination.

Writing a Lesson Plan

- Pre-Planning
 - Independent Practice
 - Guided Practice
- Introduction to New Material
 - Opening
 - Closing

Pre-Planning

| | | |
|--------------|---|--|
| PRE-PLANNING | OBJECTIVE(S). | CONNECTION TO THE VISION. |
| | What will your students be able to do? What skills will be practiced? | How does the objective connect to your semester goals? How does this connect with the course as a whole? |
| | ASSESSMENT. | |
| | How will you know whether your students have made progress toward the objective? How and when will you assess mastery? | |
| | KEY POINTS. | |
| | What three-five key points will you emphasize? | |

Pre-Planning

| PRE-PLANNING | OBJECTIVE(S). | CONNECTION TO THE VISION. |
|--------------|---|--|
| | SWBAT create a MyPlate displaying healthy food options by identifying and sorting pictures of foods with three accurate sections of the MyPlate. | Crafting a healthy plate using the MyPlate principals will help students lead healthy lives through their nutritional choices. |
| | ASSESSMENT. | |
| | At the end of the independent practice, students will have a MyPlate with three out of four sections accurately completed. | |
| | KEY POINTS. | |
| | <ol style="list-style-type: none">1. MyPlate is composed of four food groups.2. It is important to eat from a variety of food groups.3. MyPlate makes it easier for us to make sure that we have the foods we need in our bodies. | |

Independent Practice

| INDEPENDENT PRACTICE. (TIME) | Materials |
|--|---|
| <p>How will you clearly state and model behavioral expectations?</p> <p>In what ways will students attempt to demonstrate independent mastery of the objective?</p> <p>How will you provide opportunities for extension?</p> | <p>What materials will students need to successfully complete the independent practice?</p> |

Independent Practice

| INDEPENDENT PRACTICE. (10 min.) | Materials |
|--|---|
| <ul style="list-style-type: none">• Students will create a MyPlate that represents a balanced meal. Students will use the photographs of foods they sorted during Guided Practice and glue the foods into the section of the MyPlate to create a balanced meal using the principals of MyPlate.• When they are finished, they will begin using the word wall to label their foods represented on their MyPlate.• For extension, students can turn the MyPlate over and write one sentence explaining who they would feed this meal to and why. | MyPlate print out Photographs of Food Glue Pencils |

Guided Practice

| GUIDED PRACTICE. (TIME) | Materials |
|---|-----------|
| <p>How will you clearly state and model behavioral expectations?</p> <p>How will you ensure that all students have multiple opportunities to practice? How will you scaffold practice exercises from easy to hard?</p> <p>How will you monitor and correct student performance?</p> | |

Guided Practice

| GUIDED PRACTICE. (10 min.) | Materials |
|--|--|
| <p>Students will work in table teams to sort foods into food groups based off of the MyPlates. Students will have baggies that increase in difficulty, starting with baggie #1 and moving to baggie #4.</p> <p>I will circulate the room and observe students sorting, asking prompting questions about their sorts and their thinking.</p> <p>If students struggle with sorting, we will revisit our food groups chart and reread the read aloud about food groups.</p> | <p>Food Pictures Food Groups Chart Read Aloud Text</p> |

Introduction to New Material

| INTRODUCTION TO NEW MATERIAL. (TIME) | Materials |
|--|-----------|
| <p>What key points will you emphasize and reiterate?</p> <p>How will you ensure that students actively take-in information?</p> <p>How will you vary your approach to make information accessible to all students?</p> <p>Which potential misunderstandings will you anticipate?</p> | |

Introduction to New Material

INTRODUCTION TO NEW MATERIAL. (10 min.)

Materials

I will introduce students to the MyPlate by displaying a large poster of MyPlate. I will identify the ways that MyPlate is sectioned off into four groups. I will do a think aloud for students, crafting my own MyPlate of food at my imaginary cook out with my family. I will identify the variety of foods I am eating by displaying visuals of those foods and describing the characteristics of the four groups.

I will use a piece of chart paper to model how to draw a MyPlate. I will then write down the words for each section of the plate, drawing a picture of a food that will help me remember that section. I am modeling and thinking aloud for students as I do this because they are also doing this in their healthy living notebook.

MyPlate poster
MyPlate reference sheet
Healthy Living
Notebooks
Pencils

Opening

| OPENING. (TIME) | MATERIALS. |
|---|------------|
| <p>How will you communicate what is about to happen? How will you communicate how it will happen?</p> <p>How will you communicate its importance? How will you communicate connections to previous lessons?</p> <p>How will you engage students and capture their interest?</p> | |

Opening

OPENING. (10 min.)

First we will gather up in a circle and share out what we had for dinner the night before. Students will share their meals and I will record on a piece of chart paper. We will then highlight vegetables with green, grains with brown, meats with red and fruits with blue.

MATERIALS.

Read Aloud

Closing

| CLOSING. (5 min.) | Materials |
|---|-----------|
| <p>How will students summarize what they learned?</p> <p>How will students be asked to state the significance of what they learned?</p> <p>How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p> | |

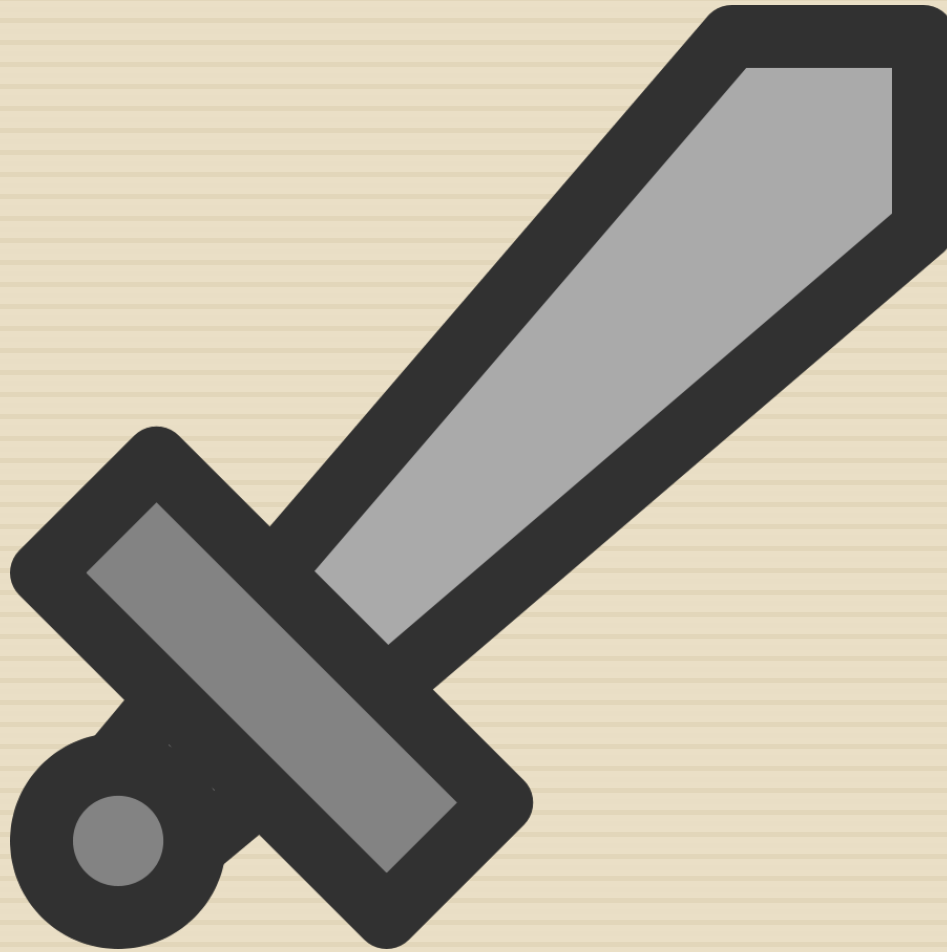
Closing

| CLOSING. (5 min.) | Materials |
|--|-----------|
| <p>We will bring our myplates to the circle. Students will share their meals and I will record on a piece of chart paper. We will then highlight vegetables with green, grains with brown, meats with red and fruits with blue. Finally, we will compare the two charts.</p> | |



Alignment

School Day Alignment



School Day Alignment

- How can you align to the school day?
 - ▣ Focus on skills, not content.
 - ▣ Be purposeful.
 - ▣ Communicate Regularly.
 - ▣ Identify natural connections.
 - ▣ Align with non-academic areas.

CCSS Alignment



CCSS alignment means reworking and recreating – not matching and sticking.

CCSS Alignment



CCSSs are about skills – you can only practice so many skills at once.

CCSS Alignment



A skill must be practiced – if you don't DO the skill you aren't ALIGNED to the standard.

CCSS Alignment

- ELA-Literacy.SL.6-1 2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- ELA-Literacy.W.K-1 2.4: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELA-Literacy. W. K-1 2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Turn Key

How do you begin to create a planning culture at your school site?

- ▣ Share the information.
 - ▣ Please feel free to take my slides!
- ▣ Provide them space to practice.
- ▣ Plan AND execute the lesson.
- ▣ Provide space for reflection and revision.

Turn Key



What are some challenges or questions you have about building a lesson planning culture at your school site?

Turn Key

Sample questions you can ask your principals for school day and CCSS alignment:

- ▣ What is your vision and mission for the school year? How has this changed over the years?
- ▣ If you could name 2-3 skills you see your students' excel in, what are those skills?
- ▣ When a student exits your school, what do you envision them able to do?
- ▣ What makes a strong lesson in your school?
- ▣ If we could provide additional support in the after school, what skills would you like to see us practice?
- ▣ Are there any school day tools, like rubrics, you would like to see used in the after school setting?

Turn Key



What are some challenges you anticipate in aligning after school to the school day and CCSS?

Close Out

- Continue the conversation and steal the slides!
 - ▣ <https://sites.google.com/a/tc.columbia.edu/lesson-planning-101/>

- And please feel free to email me:
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