

# THE LESSON

**Hey Class!**

Gain and focus attention

**So where are we?**

Recap, establish context

**What's next (and who cares?)**

Introduce new concept and establish interest

**Here it is.**

Input of new information

**Now you try it out.**

Meaningful learning, independent practice

**Got it?**

Check for understanding, remediation

**Here's something to think about.**

Reinforcement and extension

**PLANNING CHECKLIST**  
**Things to Think About When Making a Lesson Plan**

What are students expected to be able to do or know after this lesson?

What resources or support materials are available? Consider text readings or activities: videos, websites, reference materials, personal idea file, teaching aids.

Is the pacing for the unit on schedule? Do I need to speed up (omit) or is there time to linger on something interesting or elaborate on concepts under development?

What is an interesting "hook" to introduce the topic?

Does the lesson have a variety of activities (the 'three act play')?

Have recent lessons accommodated diverse students' needs?

Is the information presented in a logical order (i.e. from: simple to complex, concrete to abstract, familiar to new)?

Have necessary prior knowledge and skills been identified and considered?

What are the key vocabulary terms? How will they be introduced or reviewed?

What are the key questions I intend to ask?

How does the topic relate to other things they have learned?

Where in the lesson are students likely to get confused? Restless?

Are the concepts and tasks appropriate for this group of students?

Are there opportunities for enrichment or remediation?

How will I accommodate the special needs of particular students?

What are some instructional implications in consideration of gender, cultural differences, special needs, and a range of abilities?

Are there planned checks for understanding? How can I tell if they "got it"?

Are there opportunities for higher level thinking?

Have relevant examples or analogies been provided? What are some important counter-examples?

Is the proportion of time allotted to teacher-centred vs student-centred activity appropriate?

Have alternative strategies to 'teacher talk' been considered?

What are some effective demonstrations or visual aids to support the concept development?

Is there an opportunity for cooperative group work?

How should students be grouped or arranged for each activity?

How much time should be allotted for each lesson segment?

What equipment and materials are needed?

How will the orderly distribution, care and collection of equipment be managed?

What are the safety considerations and how will they be addressed?

What advanced preparation is needed (eg. pre-lab orientation, materials preparation, handouts)?

Have contingencies been considered if: extra time remains at the end of the period; it "doesn't work"; students find the work too easy or too difficult; some students arrive unprepared?

How can the new knowledge or skills be reinforced and practiced?

What opportunities are students given to make sense of new information in personal and meaningful ways?

Are expectations made clear about evaluation criteria for assignments?

What homework will be assigned? When is it due?

How and when will students be assessed on this material?

What formal written record will students have to study from?

What can students be given in anticipation of the next lesson?

How is the end of the lesson planned?

What does this lesson look like from the students' point of view?

How can I improve on this lesson? What could I do differently next time?

## LESSON PLANNING: THE FINAL WORD

- Make it purposeful
- It should be logical from the perspective of your students
- Consider that, like a story that you tell, its structure will be a product of your own personal style and thinking
- Keep students actively engaged
- Teach with the learner and learning in mind (it is not about *your* performance)
- Consider “what the student is doing” in the lesson rather than simply a script and set of procedures for yourself
- Plan the details (eg- management of equipment, time allotment, key questions, transitions, etc)
- Consider the range of abilities, talents and interests among your students and plan accordingly
- How will you keep them accountable?
- How will you know if they ‘got it’?
- Plan for contingencies
  - If you finish too soon have something in reserve
  - If you anticipate something might not work...
  - Alternative approaches for tricky concept development
- Consider the tension between having a detailed plan, and being flexible enough to digress, improvise, elaborate or capitalize on the “teachable moment” if the circumstances allow or demand it