

Lesson Plan Components and Content

(a synthesis of the research of Aoki and Rosenshine)

Course/Class:	Name:	Date:
Topic:	Unit:	Grade:
<p>A. <i>Intents/Objectives/Purpose</i> (from Aoki's IDAE (<i>Intents, Displays, Activities, Evaluation</i>) Model—EDFX 200)</p> <p>Program of Studies (Pedagogic Purpose): • Cut and paste (or retype) the PoS reference for this lesson. Include concepts, skills, attitudes, and other goals, as applicable. Quote the document; provide a reference, including a page reference.</p> <p>Academic Purpose: • State the academic purpose of the lesson (e.g., the scientific purpose of a laboratory lesson is to create, test or use a concept).</p>		

C. <i>Activities</i>	B. <i>Displays/Resources</i>
<p>Administration/Homework</p> <ul style="list-style-type: none"> • e.g., read daily bulletin, take attendance, hand-out any messages to students, collect any permission slips from students, remind students of future events, interview individuals concerning past absences • e.g., collect homework, mark homework, monitor homework, take up homework, and/or ignore the homework 	<p>List the resources opposite each activity as if a substitute teacher or colleague was using the lesson plan and would be able to quickly connect the activity with the resource.</p>
<p>1. Introduction/Set/Advanced Organizers</p> <ul style="list-style-type: none"> • make students aware of what they are supposed to learn • activate the prior knowledge of the students • focus attention on the main elements of the lesson • motivate the students to be interested in the lesson (motivational set) • use a structured overview, advance organizers and a statement of objectives • scaffolding is involved in all elements of lesson design 	<p>See pages 99-100 of Principles of Classroom Management by Levin and Nolan (2000). These are elements of a lesson plan identified by the classroom research of Rosenshine et al.</p>
<p>2. Clarifying/Creating-Understanding/Concept-Development</p> <ul style="list-style-type: none"> • the content of the lesson proceeds in a step-by-step fashion • illustrate the content by using concrete examples familiar to the students • the content is interspersed with questions that check for student understanding • link among main ideas must be perceived by the students • link main ideas to activated prior knowledge; signal transitions between ideas • call attention to main ideas; summarize the subsections of the lesson • use modeling and instruction • summarize the main ideas near the end of the presentation 	<p>See research report by Barak Rosenshine et al (1986). They asked teachers to nominate colleagues who they judged as being excellent teachers. The lessons of these excellent teachers were observed and analyzed. The lesson activities were classified and described in detail, as indicated on the left.</p>
<p>3. Coached/Guided-Practice/Seatwork</p> <ul style="list-style-type: none"> • a period of time where students practice a new skill or knowledge • use, for example, written exercises, oral questions and answers, and group work • monitor the student work closely and provide frequent feedback and correction • students should experience high amounts of success (over 75 percent) with coached practice before moving on to solitary practice • scaffolding helps students to acquire cognitive strategies such as study skills, problem-solving skills, and critical thinking skills • use scaffolding by supporting students' attempts to use a cognitive strategy; by 	<p>See pages 99-100 of Principles of Classroom Management by Levin and Nolan (2000).</p>

<p>adjusting the support according to learner characteristics, the nature of the material, and the nature of the task, and by treating the support as temporary</p> <ul style="list-style-type: none"> • move from modeling and instruction to feedback and coaching, and increasingly transfer control to the students 	
<p>4. Closure/Summary</p> <ul style="list-style-type: none"> • summarize the key ideas • go back full circle to the introduction and the objectives • involve the students in creating the closure to the lesson • give students some idea as to where future lessons will take them • introductions and closures are key elements of a well presented lesson • make sure that time is saved for a closure—after guided practice and before the bell 	<p>See pages 99-100 of Principles of Classroom Management by Levin and Nolan (2000).</p>
<p>5. Solitary Practice/Homework</p> <ul style="list-style-type: none"> • students practice on their own and experience success at a 75% level • the solitary practice can be classroom work or homework • the effectiveness of homework is directly related to whether it is checked and feedback is provided to the students 	<p>See pages 99-100 of Principles of Classroom Management by Levin and Nolan (2000).</p>
<p>6. Review/Assessment</p> <ul style="list-style-type: none"> • periodic reviews conducted on a weekly and monthly basis • helps students to consolidate their learning • provides additional reinforcement <p>“These six researched-based components ... should not be viewed as constraints to the teacher’s creativity and individuality. ... Together, however, the components provide a basic framework that lessens student confusion about what is to be learned.” (p. 100)</p>	<p>See pages 99-100 of Principles of Classroom Management by Levin and Nolan (2000).</p>

D. Evaluation/Reflection *(of/on lesson)*

[Include description (knowledge, comprehension, and application), analysis, evaluation and synthesis in this evaluation/reflection section of your lesson plan. Use pedagogic language and concepts to justify the lesson plan created. See Bloom’s Taxonomy (1962) for the language and concepts related to the analysis, evaluation and synthesis levels of thought.]