

THE UNIVERSITY OF
MEMPHIS

College of Education

FALL 2007

September



Lesson Planning



You will find thousands of detailed lesson plan ideas on the web for every grade level.

Mark Your Calendar

- **September 19th:** Lesson Plan Workshop, 4:30–5:30 Smith/Chemistry Auditorium: RSVP
- **October 3rd:** Academics, Attendance, & Attitude Workshop, 4:30–5:30 Smith/Chemistry Auditorium: RSVP
- **October 5th:** Mandatory Student Teaching Feedback Session, 8:00–4:30 (Choice Theory)
- **October 16th:** Creative Teaching Techniques Workshop, 4:30–5:30 Smith/Chemistry Auditorium
- **October 18th:** Registration deadline for Nov. 17 Praxis



o n l i n e

Searching the web for teaching ideas will produce a plethora of lesson plan websites. Searchers beware! A number of websites will charge you a nominal fee or require the user to complete a lengthy registration page resulting in a bona fide spam attack against your computer. No need to fear. The Office of School Based Clinical Practice spent time researching the web for lesson plan websites that are free and easy to navigate. Although there are many excellent lesson plan websites, we located four that contain a variety of plans for every grade and subject level. There are no information pages to fill out, no logins required, and best of all, **THEY ARE FREE!**

DISCOVERY SCHOOL

<http://school.discovery.com/lessonplans>

- Detailed and unique lesson plans.
- Grade levels include K-5, 6-8, and 9-12.
- A variety of subjects to choose from in each grade level.
- PDF files linked throughout the lesson plans for quick handouts or reference pages.
- Each lesson plan includes detailed objectives, academic standards, materials needed, procedures, questions, evaluation and more.



LESSON PLANZ

www.lessonplanz.com

- Grade level lesson plans are divided into small groups: PreK, K-2, 3-5, 6-8, 9-12.
- Allows you to select the grade level, type of instruction, and content.
- Teacher chat areas within each grade level on current topics and ideas.



- Each lesson plan includes objective, materials, and the instructional plan.

LESSON PLANS PAGE

- Pick the subject, then the age group.
- Subjects include: Math, www.lessonplanspage.com



Science, Language Arts, Social Studies, Art, Computer and Internet, Music, and PE and Health.

- Grades include: PreK-1, 2-3, 4-5, 6-7, 8-12, and other.
- Includes cross-curriculum lesson plans with multiple teaching strategies.
- Contains a classroom management section and bulletin board ideas with strategies for each grade level.

www.eduref.org/virtual/lessons



- Browse lesson plans by subject area, (i.e. art, computer science, social studies, math, etc.) and grade
- Each lesson includes duration, description, standards, objectives, materials, procedures and assessments.
- Most lessons include pdf links with handouts and resources.

OFFICE OF SCHOOL-BASED CLINICAL PRACTICE

Angela Christopher, *Coordinator: PK-6*, Art Jennifer Nelson, *Coordinator: 7-12*, other Phyllis Johnson, *Administrative Assistant* Karen Fields, *Graduate Assistant*

US Tiger Tips

• **Communication:**

The need for a lesson plan is to communicate, on a practical basis, to the students. The developed plan is to guide the teacher in organizing the material and him/herself so that students will achieve the intended learning outcomes. Whether a lesson plan fits a particular format is not as important as whether or not it actually describes what the teacher wants, and what has been determined as the best means to an end. If a lesson plan can be interpreted or implemented in many different ways, it is probably not a good plan. Therefore, a key principle in creating a good lesson plan is specificity.

- Dan Hollingsworth

• **Part of a bigger picture:**

- ⇒ Identify the major concept or theme.
- ⇒ State a curriculum connection, goal or generalization.
- ⇒ Write essential understanding questions which go beyond facts to deeper understanding.
- ⇒ Allow students to think conceptually, have deeper understanding and transfer knowledge.
- ⇒ Ask more “why and how “ questions that are open-ended and will lead to conceptual thinking and deeper understanding.
- ⇒ Make sure that assessment and evaluating tasks will allow the students to show what they know, understand and can do (KUD).
- ⇒ Make sure instruction is done in whole groups, small groups (pairs, triads, quads) and individually in order to meet the needs of all levels of learners.
- ⇒ Lesson Plans should be designed with instructions and steps that are purposeful and where students are highly engaged in meaningful work.
- ⇒ Lesson Plans should be geared toward the needs and interests of the students.
- ⇒ Vary teaching practices and student tasks to allow for differentiation.
- ⇒ Lesson Plans should contain specific elements of differentiated assessment, extended activities and closure that are understandable.

- Frankie Morris

• **ABCD**

Always remember the ABCD to writing *good* lesson plans. Good plans include (A)Audience(Learner) (B)Behavior or what you want the learner to be able to do (C)Condition-Under what conditions and (D) To what degree.

Real Life Lesson Planning

By: Karen Fields, GA / Student

As a pre-service elementary teacher, I question how I will be able to create detailed lesson plans for each subject. In my coursework, it takes approximately 2 hours for each 45 minute lesson. The way I figure it is, if there are 7 subjects to be taught in a day with a 2 hour preparation time for each lesson plan, that leaves me with 14 hours of planning! It was comforting to realize that other student teachers have the same concerns as I do. I have researched teacher chat forums on this topic. There were interesting points and tips made by pre-service teachers (PS), teachers in their first year (FY) and veteran teachers (VT) regarding this issue. I have highlighted a few of the comments made on two topics.

Topic: Lesson Planning in Real Life

PS: How much time does lesson planning REALLY take? How detailed do you have to be? Any suggestions? Thanks . . .

VT: Some lesson planning won't take as long as others. After you have been teaching for a couple of years and know the curriculum you are teaching, planning lessons will become easier and will take up less time.

VT: My grade partners and I share a lot of lessons as well.

VT: When I first started I had long, elaborate two-page lesson plans. As I went along, they started morphing into bulleted lists, and sometime scribbled notes to myself. Basically you learn from experience what information you need to have on paper to refer to so you don't forget any part of the lesson. You'll figure out what your style is.

VT: The important thing is not to “reinvent the wheel”.

Topic: Lesson Planning—When do you learn it?

VT: Elementary teachers need to be

taught more skills on long range planning. I didn't have any classes on “planning” it was just thrown in there along the way. It's a shock to the system, when you are faced with mapping out your plans, and are given those “plan books” – what a joke! New teachers need more than a little square.

VT: And that's why so many teachers have to cram in a chapter in the last few days. They weren't taught the concept of long range planning.

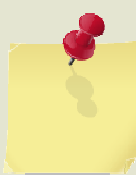
VT: Most teachers who have been teaching a while know pretty much what they are going to do. . . . it really is scary to be brand new and realize, wow, this is tough.

VT: Plans should not be set in stone. However, your focus should be.

FY: During my first year teaching last year, I felt a little frazzled all year because I didn't really know what was coming next. I didn't have time at the beginning of the year to sit down and make even the most rudimentary outline. Looking back, I wish I would have made the time to do so.

These and other forum topics can be found on:

<http://forums.atozteacherstuff.com>



Post-It's and Planning?

Post it notes have many uses but would you have ever guessed lesson planning? Here is a creative suggestion from a current teacher that involves post-it notes and a grid from a word processor. She made a grid in Word with the days of the week printed across the top and the rows were labeled with each subject. The grid filled the entire page. She printed 36 copies of this page

one for each week of school. She would use post-it notes to fill in the squares with lesson topics and ideas for the lessons. The post-it notes move around easily without having to retype everything or rewrite if that day did not go as originally planned.

Lesson plans. Good plans include
(A) Audience (Learner) (B) Behavior or what you
want the learner to be able to do (C) Condition-
Under what conditions and (D) To what degree.
- Nealey Savage

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