

Lesson Planning

Objective: To describe backward design
To impart information on how to design lesson plans
For students to begin the process of creating a lesson plan

Outline: Motivation
Backward Design
Structure/Components of a lesson plan and LP Models
Corn Group Lesson Exercise
Exploration of individual group topics

Motivation: What is one big idea you've learned about corn this year?
What are three details supporting this idea?

Lesson: Backward Design
One way to approach lesson planning = backward design.
Has anybody every heard of this term?
Does anybody want to try and describe what backward design is?

Backward design asks us to look at lesson planning like goal setting.

- 1) Identify what you want students to learn
- 2) Determine acceptable evidence or benchmarks of learning; and
- 3) Plan learning experiences and instruction

Identify what students are to learn

- Students will understand that . . .
- Students will be able to . . .
- What questions can you ask students to guide them towards that understanding?
- You want to begin with the big picture here and work your way backwards to the smaller details

Evidence of Learning

- BLOOM'S TAXONOMY (handout)
 - 6 facets of understanding to help measure learning. Students truly understand when they:
 - Can explain
 - Can interpret
 - Can apply
 - Have perspective
 - Can empathize
 - Have self-knowledge
- You want to design activities and assessment that judge how much the student has learned. Their ability to do any or all of the above allows you to assess depth of knowledge. Below are activities of assessment:
 - Questioning
 - Performance tasks (homework, tests, debates, artwork, speeches, etc.)
 - Rubrics
 - Feedback
 - Self assessment

Plan learning experiences

- Design the sequence of learning experiences that students will undertake to develop understanding
- Consider:
 - The overall question driving your lesson
 - Key terms and definitions
 - What are the applications of this knowledge
- Create questions and activities to convey main ideas of the lesson

- Backward design is comprised of three stages: 1) Identify desired results; 2) Determine acceptable evidence; and 3) Plan learning experiences and instruction (17-18). “In stage 1 we consider our goals, examine established content standards (national, state, district), and review curriculum expectations” (18). In stage 2 we determine what “collected evidence [is] needed to document and validate that the desired learning has been achieved” (18). Finally, in stage 3 we determine “appropriate instructional activities” (18).

Components of a Lesson Plan

1. Objectives/Learning Goals
2. Motivation
3. Guided Lesson/Instruction
4. Modeling of learning activities
5. Summary
6. Independent practice (homework)
7. Required materials and equipment
8. Assessment and follow up

Corn Lesson Plan

Distribute backward design handout and explain.

Revisit corn motivation question. List responses on the board.

As a class create a lesson plan, filling in the chart – groups will do this and then we will regroup and go over group lessons, identifying key concepts.

Guiding Questions to consider:

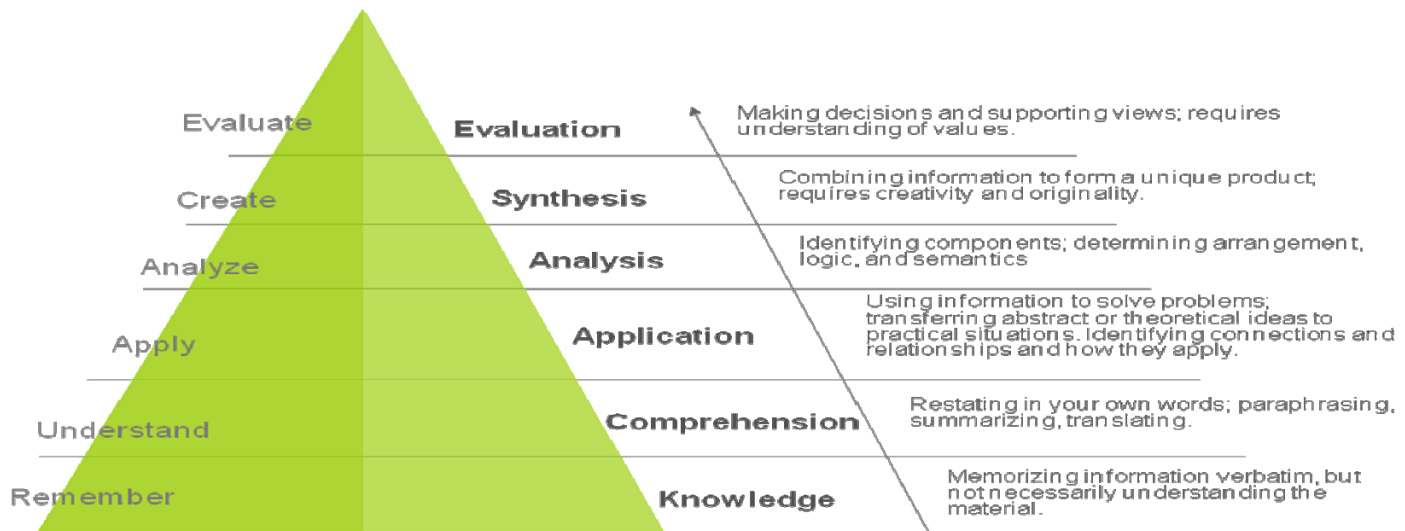
What needs to be understood about this topic?

How will you know the students understand it - what is evidence of understanding?

What learning experiences and teaching promote understanding, interest and excellence?

Summary: How can you use this information to structure your lessons for Open Engagement?

Bloom's Taxonomy



- **Remembering:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.
- **Understanding:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
- **Applying:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
- **Analyzing:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
- **Evaluating:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate
- **Creating:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

Date:

Title:

Objectives and Goals:

-
-
-

Anticipatory Set (approximate time):

-
-
-

Direct Instruction (approximate time):

-
-
-

Guided Practice (approximate time):

-
-
-

Closure (approximate time):

-
-
-

Independent Practice:

-
-
-

Required Materials and Equipment:

-
-
-

Assessment and Follow-Up:

-
-

Tools for Assessment

Written	Oral	Visual	Kinesthetic
Advertisement	Audiotape	Advertisement	Community outreach
Biography	Debate	Banner	Dramatization
Book report	Discussion	Brochure	Field trips
Book review	Dramatization	Campaign flyer	Letter writing
Brochure	Haiku	Cartoon	Oral interviews
Campaign speech	Interview	Chart	Play
Crossword puzzle	Newscast	Collage	Presentation
Editorial	Oral presentation	Computer graphic	Service learning
Essay	Oral report	Construction	Simulations
Experiment record	Poetry reading	Design	Role play
Game	Rap	Diagram	Skit
Journal	Reader's Theater	Display	Scavenger hunt
Lab report	Role play	Diorama/shoebox	
Letter	Skit	Drawing	
Log	Speech	Graphic Organizer	
Magazine article	Song	Map	
Memo	Teach a lesson	Mobile	
Newspaper article		Model	
Poem		Painting	
Portfolio		Photograph	
Position paper		Portfolio	
Proposal		Poster	
Questionnaire		Scrapbook	
Research report		Sculpture	
Script		Slide show	
Story		Storyboard	
Test		Venn Diagram	
Yearbook		Videotape	