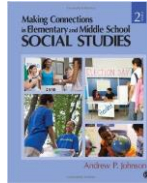


PLANNING A LESSON

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Video Min-Lectures Related to Lesson Planning

Basic Lesson Plan Format

<https://www.youtube.com/watch?v=1TrBljhFvG4>

Schema-Building Lesson Plan

<https://www.youtube.com/watch?v=q5ihZgV4gAU>

The Process of Planning a Lesson

<https://www.youtube.com/watch?v=obKLGrzDz6E>

Six Different Lesson Plan Formats

<https://www.youtube.com/watch?v=1Sby4EWp0O8>

Skills Lesson Plan: Elements of Effective Skills Instruction

<https://www.youtube.com/watch?v=2twTNgE5y8>

Reading Lesson Plan

<https://www.youtube.com/watch?v=wuvhd1NMs9I>

Writing Lesson Plan

https://www.youtube.com/watch?v=5JDE_VL14qc

Problems with the Hunter/Danielson Formats

<https://www.youtube.com/watch?v=QV1kRfw4Qxo>

Basic Lesson Plan Format

<https://www.youtube.com/watch?v=-VC1T7wiXXg>

Good lessons and effective learning experiences do not magically appear. They must be planned.

The Importance of Planning Learning Experiences

Lesson planning is important for three reasons:

Thoughtful planning creates more purposeful instruction. Lesson planning is what links the curriculum to the particulars of instruction (Clark & Dunn, 1991). Thoughtful planning also helps you understand the content of the lesson, creates a logical sequence of instructional events (Freiberg & Driscoll, 1992), and links activities to instructional objectives.

Thoughtful planning enhances learning. Well-designed lessons increase time on-task (Stringfield & Teddlie, 1991), and help students perceive the structure of new information so they can more easily assimilate it (Walberg, 1991). Lesson design also affects classroom management by reducing chaos, guiding the flow of events, and keeping students interested and engaged (Freiberg & Driscoll, 1992).

Thoughtful planning enhances teachers' effectiveness. Planning enables you to incorporate new instructional strategies and use more complex learning activities (Freiberg & Driscoll, 1992), and helps you to feel more confident during instruction (Clark & Peterson, 1986).

Lesson Plans

Lesson planning is a complex endeavor in which you solve a myriad of problems: What is the goal? What are the specific objectives? Why is this worth teaching? What exactly should students know or be able to do? How can information be organized so that students can understand? What questions should be asked for discussion? How much information should be covered? What kind of activity would help students learn? How can I get students to be actively involved? How will we know if learning took place?

The purpose of the lesson plan is to organize your thinking as you put the lesson together and to guide your thinking during implementation. Lesson plans should be descriptive and sequential with all questions listed and activities clearly explained. The rule of thumb is that a substitute teacher should be able to pick up your lesson plan and know exactly what to do. While there are a variety of styles and formats for individual lesson plans (state and local mandates may differ), most lesson plans contain some or all of the following elements: objectives, input or background information, activity, closure/review, and assessment. However, not all these elements are found in every lesson, and sometimes elements are combined.

Objectives. Objectives are specific descriptions of what students will learn or be able to do as a result of their exposure to instruction. Some prefer to use behavioral lesson

plan objectives (Figure 3.9). From the perspective of behavioral psychology, learning is a change in behavior that occurs as a result of instruction. By describing lesson plan objectives in terms of a particular behavior that you want students to demonstrate, you are able to focus your planning and instruction to make that behavior appear.

Figure 3.9. Behavioral Lesson Plan Objectives

- Students will create a Venn diagram to illustrate similarities and differences between Hmong cultures and their own culture.
- Students will use a map and scale of Blue Earth County to calculate distances between towns.
- Students will demonstrate their knowledge of local government by successfully completing the government worksheet.

Some prefer to describe lesson plan objectives in terms of what they want students to learn (Figure 3.10). From a cognitive-constructivist perspective, learning takes place within each learner's head and cannot be standardized or observed directly. Describing your objectives or lesson purpose in terms of general content or skills allows you to create a general focus for the lesson; however, learning is cyclical and students need to be exposed to topics and skills many times at successively higher levels. By not specifically defining exactly what the learning experience *must* be, you allow for what *might* be. That is, you allow for more open-ended learning opportunities. The type of objective you ultimately use is a matter of preference and philosophical orientation. Both types of lesson plan objectives can be used effectively.

Figure 3.10. Cognitive-Constructivist Lesson Plan Objectives

- Students will learn about Hmong cultures.
- Students will learn how to use a map and scale to calculate distances between towns.
- Student will learn about the local government: mayor, village board, city officials, and elections.

Input or background information. In this part of the lesson plan, you organize and describe the specific information that students need in order to meet lesson objectives and to support the goal of the lesson. Some teachers like to use list or outline form to organize this information; others prefer narrative or paragraph form. This also is a matter of personal preference. The questions you want to include for classroom discussion should be recorded here. (See Chapter 9 for specific information on creating questions for classroom discussion.)

Activities. Activities are used to manipulate ideas or information found in the input section of the lesson plan and to get students actively involved in their learning. Older students may be able to use more abstract activities, but younger students need to physically manipulate or interact with the input in some fashion. Examples of possible activities

include: creative writing, drawing, simulation, discussion, problem solving, drama, songs, graphing, worksheets, dance or creative movement, games, experiments, inquiry, homework assignments, or thinking skills.

Closure/review. The ending of a lesson varies depending on the type of lesson. Many end with a short review of the main ideas covered in the lesson and sometimes a preview of the next day's lesson. Examples of closure/review activities include group processing, journal entries, "I learned" statements, or orally sharing one or two interesting ideas with a classmate.

Assessment. Through assessment you determine whether or not you and your students have met lesson objectives. Assessment can range from formal tests, worksheets, or homework assignments (see Chapter 4), to informal questions, discussions, classroom activities, or observations.

HOW DO I? Use Standards to Develop Lesson Plans

Individual standards (NCSS or disciplinary) are usually found within larger themes or units at particular grade levels. To use a standard to create a lesson plan, first examine it to see exactly what it calls for and how it fits in with the interests and abilities of your students and with your larger curriculum. Next, research to get the necessary background information in order to fully understand and teach the standard.

For example, *Thematic Standard VI. Power, Authority, and Governance* for early grades has the following performance expectation: "*Students will explain the purpose of government.*" You would need to get background information related to the purpose of government: local, state, and federal. Next, create an outline that identifies the major ideas, concepts, and skills you want students to learn. Then, organize the outline into individual lessons and find activities to enhance, extend, or expand upon lesson content. Finally, when you are ready to plan individual lessons, determine the lesson objective and select the appropriate activities to manipulate the lesson input and enhance content.

A Very Basic Lesson Plan Format

Effective lesson planning does not need to be complicated. More complexity does not mean more academic rigor. Lesson plans must be descriptive enough to be useful, yet flexible enough to actually be used. A pragmatic approach is the Johnson Lesson Plan Format (Figure 3.11). This form can be used to guide your thinking as you are designing learning experiences. It will enable you to organize what is to be taught and help in designing meaningful activities; yet it can be adapted for use in a variety of teaching situations. You will note that one lesson plan form is used to teach concept, another is used to teach skills.

Figure 3.11. Johnson Lesson Plan Format

**Johnson Lesson Plan Format
for information or concepts**

** Based on cognitive learning theories.*

I. Lesson Purpose Statement - What you want students to learn or know about. It is NOT put in behavioral terms because true learning happens inside our heads and cannot be observed.

II. Input - Specific information you want students to know. Sometimes Input and Activity sections are combined (a little input, an activities, more input, another activity, etc.).

III. Activity - Activities are used to get students to manipulate information from Input or to use and extend information from the Input.

A pragmatic lesson plan form for teaching skills can be seen in Figure 3.12. This incorporates the elements of effective skills instruction described in Chapter 5.

Figure 3.12. Johnson Skills Lesson Plan Format

**Johnson SKILLS Lesson Plan Format
for teaching skills**

**Based on the elements of effective skills instruction.*

I. Lesson Plan Purpose Statement – Identify what you want students to learn or be able to do.

II. Input – Tell students exactly what they need to know to perform the skill.

1. *Identification of procedural components* -- Introduce the skill and the specific steps.
2. *Direct instruction and modeling* -- Tell how/why the skill is used. Model the use of the skill.
(The order may vary here.)
3. *Guided practice* -- (scaffolded instruction) Take students through each step of the skill several times.

III. Activity – Provide independent practice of a skill students have just learned. The goal is practice (not measurement or evaluation). If you are doing your job correctly, students should complete this with 95-100% success ratios.

Sample Lesson Plans

The appendix contains sample lesson plans.

Appendix A

Criteria For Your Lesson Plans

Key: 4 = Outstanding, 3 = Very good, 2 = Good, 1 = Low

Criterion	Rating
1. The lesson plan has Purpose, Input, and Activity sections.	
2. The Purpose is a short, concise statement that describes what you'd like students to learn.	
3. The Input and Activity sections support the Purpose.	
4. It is complete and easy to follow. A substitute could pick it up and teach with it..	
5. The activity manipulates information found in the Input section.	
6. You define and describe new terms or concepts.	
6. You sequence material from simple to complex. There is a logical sequence/flow to the lesson.	
7. Information found in the Input is organized and logically sequenced	
8. The lesson is interesting and informative.	
9. The lesson plan looks professional.	
10. If you want a discussion, you include questions.	
11. The lesson plan is explicit and easy to follow	

** Your Input sections should demonstrate structure. I would encourage you to use outline form with short, incomplete sentences to hold the information. You will need to demonstrate to me that you are teaching a body of knowledge and that you are presenting this knowledge in a logical, structured sequence.*

Appendix B Sample Lesson Plans

Below are some examples of lesson plans. They provide a quick illustration of the various lesson plan parts. You might also think about building a resource portfolio of lesson plans and ideas that you might use someday.

EXAMPLE #1: Sample Lesson Plan - The Common Good, Grade: 4

Subject: Social Studies - Democratic Ideals

Materials: (a) one sheet of paper for each group that contains a list of 20 rules, laws, and activities and (b) scratch paper for students to record their initial ideas.

Purpose: Students will learn about the concept of the common good.

Input/Background Information:

1. We've been studying societal ideals in a democratic society. For the last couple days we've been looking at the concept of justice within a democratic society. Today we are going to start looking at the concept of the common good.
2. The common good is that which is good for all people, not just one person or a group of people.
3. In a democratic society, rules, laws, and ordinances are designed to provide order.
4. These should be designed for the common good.
5. For example, we have laws to protect our lakes and rivers from pollution.
 - A. Clean water is good for all of us.
 - B. We can all swim, go fishing, canoeing, and other activities in clean water
 - C. We can all drink clean water and be healthy.
 - D. These laws are designed for the common good.
6. If a factory were to dump its wastes into a nearby river, this might be good for the factory.
 - A. An inexpensive way to get rid of wastes.
 - B. More profits for the owners.
 - C. This would NOT be the common good, since it benefits only a small number of people.
 - D. Question: Can you think of an activity in our society that seems to benefit just a few people?
 - E. Question: Can you think of an activity in our school or community that seems to benefit just a few people?
7. In a democratic society people pay taxes to support our schools.
 - A. A society is better if its citizens are well educated.
 - B. We are able to make informed choices and decisions.
 - C. We become more productive citizens.
 - D. Everybody has a chance to an education and a chance to be successful.
 - E. Our schools are for the common good. Pay taxes is for the common good.
 - F. Question: What do you think life might be like if there were no schools?
8. The common good can also apply to civility and how we conduct ourselves in a society.
 - A. There aren't always rules or laws here.
 - B. We must use courtesy, consideration, and good sense when we interact with people in public.
 - C. An example is not butting in lines at the movie theater.
 - D. Question: Does anyone have an example of when another person forgot to act with courtesy or consideration?

9. In our classroom and school we have rules that are for the common good.
 - A. Question: Ask students to identify some rules in school and society that are designed for the good of all.
 - B. Question: Ask students to identify some behaviors or activities that might be good for only one or a few people.

Activity:

1. Lecture: Provide the information above to students while they are at their desks.
2. Move students into 3-person cooperative learning groups with the following roles: president, scribe, encourager.
 - A. The president will appoint the other roles and make the final decision.
 - B. The scribe will record important information.
 - C. The encourager will make sure everyone shares and will identify interesting or important ideas.
3. Each group will be given a sheet that contains a list of 20 rules, laws, and activities.
4. In small group, they must decide which items are for the common good and which are for the good of only a few. If an item is for the good of only a few, students should identify who benefits.
5. On the back of the sheet, each group will use their own words to define and describe the common good.
6. Groups will be given 15 minutes to complete this task.

Extension:

7. If time, in small groups students will begin listing some rules that we could adopt in our classroom that would be for the common good.
8. Tomorrow, we will create a list of rules for our classroom.

Example #2: Sample Lesson Plan – Wants and Needs**Grade Level:** K/1**Subject:** Social Studies – Civics/Economics**Materials:** (a) pictures cut out of magazines that illustrates various items that illustrates wants and needs,**Purpose:** Children will learn about the difference between wants and needs.**Input:** Adults have jobs to earn money so that they can buy the things that we want and need. The things we need are those things we need to stay safe and alive. They include food, clothes, and housing or rent. The things we want are those things we can live without but they make our life more enjoyable. They include entertainment, movies, books, and games or toys.**Active Input:**

1. The teacher has many pictures cut out of magazines of different objects. Some of them illustrate needs, such as food, clothing, and shelter. Others include wants such as toys, games, golf clubs, and other.
2. After explaining the difference between a want and a need, each student is given a picture. The teacher creates a bulletin board with a T-chart that has “Needs” written on one side and “Wants” written on the other side.
3. One at a time, students are asked to come up and pin their picture on the correct side of the T-chart.

Activity:

1. Students will be given a large sheet of writing paper with a space to draw a picture on top. The paper will be divided down the middle. One side will have the following written on it:
“_____ is a need. It is important because _____.”
2. Students will draw and write (dictate) to tell about one important need and why it is important.
3. The other side will have the following written on it: “_____ is a want. I like it because _____.”
4. Students will draw and write (dictate) to tell about one want and why they like it.

APPENDIX C

EXAMPLES OF SKILLS LESSON PLANS

Grade: 3

Subject: Reading

I. OBJECTIVE: Students will learn about nouns.

“Today we’re going to look at special kinds of words. They are thing-words or nouns.”

II. INPUT:

1. A noun or thing-word is something that you can see or feel.
2. It is a thing.
3. These are thing words: bike, car, horse, tree, ball.
 - A. You can see all of these.
 - B. You could also touch each of these.
 - C. They are nouns or thing-words.
4. These are other kinds of words.
 - A. They are not nouns because we can’t see them.
 - B. At, over, slip, happy, in, through, and.

III. GUIDED PRACTICE:

Raise your thumb when you hear a noun or thing-word: nail, at, this, pen, over, then, bike, in, happy, running, bike, plant, sky, saw, dog.

IV. ACTIVITY:

1. If you were to take a walk to a favorite place, what are some things you might see?
2. Use your journal to tell us in words and pictures. We will see if we can guess where your favorite place might be.

Grade: 6

Subject: Reading

I. OBJECTIVE: Students will be able to use 'Read and Pause' to understand expository text.

"Sometimes when I read I have trouble understanding and remembering what I've read. Today, we'll learn a skill to help us understand and remember what we read."

II. INPUT:

1. Reading information stuff is different than reading stories.
 - A. Information stuff = texts, chapters, newspapers, articles.
 - B. Called expository text.
2. The goal is to get information from reading them.
3. We can not read them the same way we read stories.
 - A. We need special skills or strategies.
 - B. Called comprehension skills.
4. One comprehension skill is 'Read and Pause'.
 - A. It is done as you read.
5. These are the steps:
 - A. Step 1- read a paragraph.
 - B. Step 2 - pause and check for understanding.
 - C. Step 3 - re-read or continue reading.
6. Watch me as I show you how.
 - A. Think out loud and model this with a short paragraph from the science text.

III. GUIDED PRACTICE: Let us try one together.

1. Students reading next paragraph silently.
2. Have them pause and read it again.
3. Thumbs up if you understood it better? About the same?

IV. ACTIVITY:

1. Finish read the chapter in the text using this skill.
2. When you are finished, record five interesting or important ideas in your learning log.

A pragmatic lesson plan form for teaching skills can be seen in Figure 14.8. This incorporates the elements of effective skills instruction.

Johnson SKILLS Lesson Plan Format for teaching skills

**Based on the elements of effective skills instruction.*

I. Lesson Plan Purpose Statement – Identify what you want students to learn or be able to do.

II. Input – Tell students exactly what they need to know to perform the skill.

1. *Identification of procedural components* -- Introduce the skill and the specific steps.
2. *Direct instruction and modeling* -- Tell how/why the skill is used. Model the use of the skill.
(* *The order may vary here.*)
3. *Guided practice* -- (scaffolded instruction) Take students through each step of the skill several times.

III. Activity – Provide independent practice of a skill students have just learned. The goal is practice (not measurement or evaluation). If you are doing your job correctly, students should complete this with 95-100% success ratios.