

# Program Resources

## Required Elements of Lesson Planning A Professional Development Session for Your Next Staff Meeting

Judy Franks



Programs have several options to begin collecting a bank of standards-based (SBE) lesson plans that teachers can use in their ABLÉ classrooms. One resource can be found at Eureka! <http://literacy.kent.edu/eureka> where lesson plan models are available for use in classrooms. Take a few minutes to familiarize yourself with the lesson plan home page <http://literacy.kent.edu/eureka/lessons/index.html>. Here you will find all the information and resources necessary for creating your own SBE lessons.

Programs may want to develop their own lesson plan templates. This professional development activity can be led by the program coordinator, director or lead teacher during a staff meeting. Working together as a staff on this activity gives the group ownership and a common understanding of the purpose and procedures for creating lesson plans, as well as an opportunity for directors to promote quality instructional practice with their teachers. This activity will take 45-60 minutes depending on discussion generated by program staff.

### Goal

To provide teachers with the opportunity to review the required elements of a lesson plan and develop a program specific lesson plan template that meets ABLÉ requirements and teacher usability.

### Activity 1: Why Lesson Planning?

**Materials:** Curriculum and Instruction section of the O-PAS manual for each teacher

Review the Curriculum and Instruction section of the O-PAS manual to discover the policy behind the development of lesson plans. The Key Points on 6.1 will foster discussion on the importance of how:

- Ohio standards components of performance and benchmarks define the desired outcomes for instruction. Therefore, curricula and learning activities should be selected that lead students to the achievement of the knowledge and skills reflected in standards, components of performance and benchmarks.
- Instruction must be designed in consideration of students' learning goals and individual learning plans.
- Results of the learning style inventory and, when applicable, learning disability screenings should be considered when selecting instructional methods and designing the learning environment.
- A variety of materials and teaching modalities, including technology, small group instruction,

lecture, peer tutoring and individualized instruction, should be used.

- Instructors should use instructional practices that have proven to be effective through research.

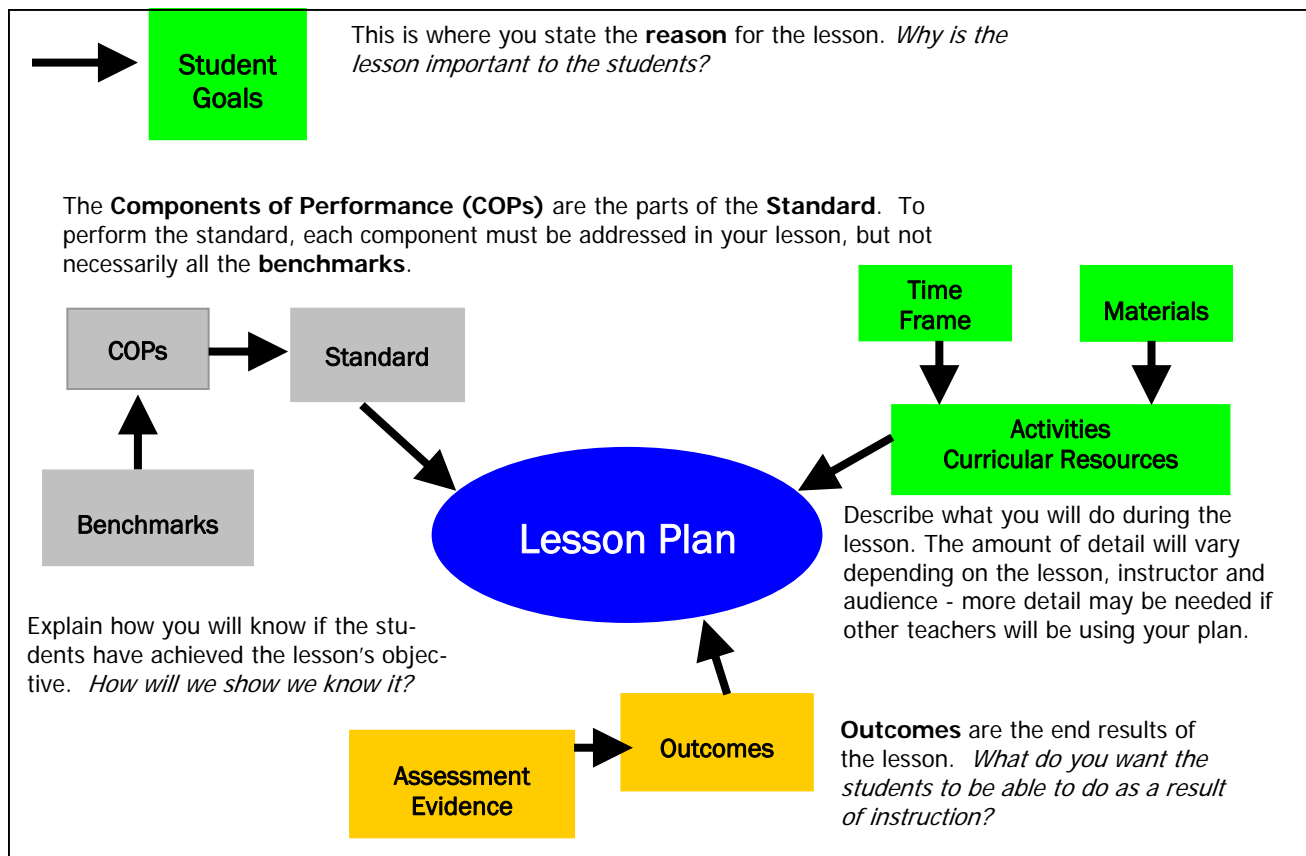
### Activity 2: What should be included in our Lesson Plan Format?

**Materials:** Required Elements Flowchart

ABLE teachers must plan lessons and produce lesson plans as explained on 6.7 of the O-PAS manual. Lesson plans can take many forms and at a minimum should include:

- Expected outcomes of the activity
- The Ohio Standards, components of performance and Benchmarks being addressed
- Activities, materials and resources that will be used to teach the processes and content being addressed
- Methods and/or materials that will be used to assess learning gains
- An estimated timeline for completing the instruction

This list can be also represented in the *Required Elements Flowchart* <http://literacy.kent.edu/eureka/lessons/LP-RequiredElements.ppt> which can be reproduced and shared with teachers or can be shown as a PowerPoint presentation. This graphic helps us better understand the relationship among the elements and why they're important to the process.



Some guiding questions for discussion around the flowchart might include: Where do teachers start when they begin to plan lessons? Do they begin with the Standard or Outcomes or Activities? Teachers can explain their planning strategies and why they take this approach. Stress that any approach is fine, but discuss the advantages of each. Acknowledge everyone is different and that there is no right or wrong approach. What is important is that each component is included in the plan.

Depending on your staff's knowledge of the Instructional Process as represented in the Student Experience Model (SEM), this may be a good time to review the model using 6.8 and 6.9 of the O-PAS manual. Here teachers should discover where each of these components is represented in the steps of teaching and learning. They might want to highlight where the components are found, especially in the Preparing and Planning steps.

**Activity 3: Building an Elements Puzzle**  
**Materials: Element cut-outs/envelopes, glue sticks, 11x17 large paper, markers**

Preparation Note: Prior to the session, choose a color of paper to represent the primary elements and another color to represent the secondary elements. Use the attached templates and make copies, enough so you will have a set for each pair of staff. Cut into sections and place a complete set into each envelope.

Teachers may choose to work individually or in pairs to build their own lesson plan template. Distribute envelopes to each group. Share the following online slide <http://literacy.kent.edu/eureka/lessons/LP-RequiredElements.ppt> page 3, as part of the PowerPoint presentation or as another visual and explain that each envelope contains all the pieces of the lesson plan puzzle, both primary and secondary. Their task is to use **all** the primary elements and as many of the secondary elements as they desire to develop a template that they would like to use for their lessons. Circulate around the room and participate in their reasoning process, discussing their thinking as to the benefits of each element.

Next, distribute the large paper and glue sticks to each group and have them build a template. Some may want to use markers to create a chart, but this isn't necessary. Each group will post their completed template on the wall; groups will report out on their models or participate in a carousel where everyone walks around the room, viewing each other's work. The next step would be to come to consensus on a program template that everyone agrees would work within your ABLE program's system. A work group can be formed to actually build a template using your local computer software. When completed the document can be distributed for feedback and then a final copy can be shared with all teachers.



### Attention ABL Teachers

When developing a lesson plan template, remember that the primary elements are required while the secondary elements may be added to enhance the planning process.

#### Primary Elements

- Outcomes
- Standards/Components/Benchmarks
- Assessment/Evidence
- Activities
  - Curricular Resources
  - Time frame
  - Materials

#### Secondary Elements

- Title
- Student Goals
- Prior Knowledge
- Date
- EFL
- Reflection/Evaluation
- Next Steps
- Purposeful/Transparent
- Contextual
- Building Expertise
- Other Choices

#### Activity 4: Searching Eureka online

**Materials:** Computer lab with Internet access

As a culminating activity, give staff time to search Eureka! If you would like to search the whole database by keyword, follow these steps -

At the Agora, click on the *Bathtub Search Icon* and in the keyword box type **reading, writing** or **math**. These are the keywords for our Standards - we'll also be including **speaking** and **listening** soon with the inclusion of ESOL lessons. This search will also provide many adult-appropriate trade (library) books that can be used in your classrooms, as well as software and websites for that keyword. The icons are listed at the top of that page to help you find the appropriate document.

**OR**

If you are looking specifically for a list of lesson plans, follow these steps -

At the Agora, click on *Lesson Plans*. Here you will find a lesson plan of the month that you can download immediately. These lessons will include the Ohio Standard and Benchmarks used in our ABL programs. Pay special attention to the section of the chart called "activity addresses COPs." This will help you understand how the lesson was developed to include all the components of performance (COPs) of that standard. If you would like to find a complete list of the lessons currently in the database, click on the *Lesson Plan Advanced Search* link where you can find the lessons arranged alphabetically.

This is a project always in development, so check back often. Additional lessons will be added this summer. If

you have questions, please contact Judy Franks at 330-672-0753 or at [jfranks@literacy.kent.edu](mailto:jfranks@literacy.kent.edu).

Good Luck Searching and Enjoy Eureka!

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### PRIMARY ELEMENTS TEMPLATE

**Outcomes**

**Standards**

**Components**

**Benchmarks**

**Assessment**

**Evidence**

**Activities**

**Curricular Resources**

**Time Frame**

**Materials**

**SECONDARY ELEMENTS TEMPLATE**

**Title**

**Building Expertise**

**Student Goals**

**Other**

**Prior Knowledge**

**Date**

**Educational Functioning Levels (EFL)**

**Reflection**

**Evaluation**

**Next Steps**

**Purposeful**

**Transparent**

**Contextual**

