

# UTSA Applied Teaching Lesson Plan

Provide an answer for all starred (\*) items.

<b>*Name</b>	<b>*School</b>	<b>*Observation Date</b>
<b>*CT</b>	<b>*Room #</b>	<b>*Grade Level</b>
<b>*Subject</b>	<b>*Number of Students</b>	<b>*Room Organization</b>

## TEKS, Goal, Objectives, & Focus Question

### TEKS

What are the main TEKS/standards to be covered in this lesson? (no more than two or three dependent on class time)

\*TEK(S) #

\*Write out entire TEK

TEKS Analysis

\*Analyze the TEKS, develop guiding questions, prioritize guiding questions, and answer each question.

### Goal(s)

\*What do you want students to learn? Be short and specific and think of the goal as the destination of the lesson.

Example: The goal of this lesson is for students to create...

### Objective

An objective is a statement of expectation of what the student will be able to do. There are 3 domains of objectives:

cognitive: mental operations (most often used)

affective: feelings, attitudes, values

psychomotor: simple manipulation of materials to communicate ideas

Rule of thumb: for a lesson you would have one or maybe two objectives linked to the TEKS.

*A=audience* (students for whom objective is intended) "The student will be able to..."

*B=behavior* (what you want students to be able to do)

Hint: use verbs that are measurable; use action verbs that allow direct observation

Words to avoid: appreciate, familiarize, learn, believe, grasp, like, comprehend, indicate, realize, enjoy, know, understand

*C=condition* (setting in which behavior will be demonstrated by student and observed by teacher)

*D=degree* (level of expected performance; with mastery learning leave out; with other learning identify what % accuracy is acceptable)

\*Write at least one cognitive objective using the ABCD format. Integrate your learning objectives with other disciplines, if appropriate.

### Focus Question

\*What question framed from the TEKS will be addressed or answered in this lesson?

## Rationale

### Importance and Relevance

\*Brainstorm answers to the following question: Why do students need to know about \_\_\_\_? In other words, why should they care about this? Don't answer this question with...because the students will be tested on this, either in class or on a standardized test; because the topic appears in the TEKS; because we have to cover this before the end of the term; because the students didn't learn about it last year. None of these responses will lead naturally or easily toward explaining the purpose of the lesson to students so they'll grasp the importance and relevance, nor do these responses generate many instructional ideas that are engaging and motivating for students.

### Curriculum Continuum

\*How does the lesson "fit" with what comes before and after?

## Materials

\*List **all** materials and supplies required for answering focus question.

\*Indicate location and accessibility if necessary.

## Lesson Steps

\***Brainstorm** a list of developmentally appropriate and challenging activities that are appropriate for teaching the objective(s) and meeting the goal. Select those that are aligned to instructional purposes and diverse student needs. Incorporate activities where students can use different types of thinking (e.g. analytical, practical, creative and research-based) and that encourage higher-order thinking, persistence and achievement. Think of activities where you could move around the room and where students are actively involved. Focus, when possible, on creating student-centered activities, rather than solely teacher-focused activities. Select activities that foster effective communication and discussion between students and you and students and their peers. During activities and transitions, ask questions at the creative, evaluative, and/or analysis level. Use probing questions to clarify and elaborate on learning. Integrate technology as applicable and appropriate. Provide appropriate wait time when questioning students. Generally, there would be several different (but linked) activities in a class session.

### Activity #1

\*What **exactly** will the students do during this activity?

\*What **exactly** will you do during this activity?

\*What is the time estimate?

\*Attach handouts if applicable

## Transition

\*What **exactly** will the students do during this transition?

\*What **exactly** will you do during this transition?

Between each activity is a transition. Transitions occur during *changes* from one activity to another, from one focus to another within an activity, from one subject area to another, or whenever a student or students may have to wait.

*Planning transitions:* Review your lesson plan and visualize those times when change or waiting will occur. What will your students need during those times? What could occur to help them move smoothly from one thing to another?

*Types of transitions:*

Directive: Teacher tells the students what to do next, usually procedural.

Example: "Please put away your materials. For this activity, you will need a protractor, graph paper, and pencil. Send your group's representative to the supply table to gather these things for your group."

Anticipatory: Teacher asks a question related to what's coming up next.

Example: "Who's ever had to split a dessert with a little brother or sister?"  
(In anticipation of a lesson on fractions.)

Linking: Teacher tells students the connection between one activity or topic just completed and the next activity or topic.

Examples: "You've just learned how to examine a slide under a microscope. Now you're going to have a chance to do it independently."

"We've just discussed Sherman's march to the sea. Now, we're going to look more closely at his impact on Atlanta. Pull out your notebook and turn to the concept map we did on military tactics."

Multi-use Routines: Some transitions are in fact daily routines that can be used to do directive, anticipatory, and/or linking transitions.

Examples: Sixth graders know that from 7:40 to 7:45 a.m. that they are to check their homework for completeness. Once they are finished, they can read quietly or work on contracts.

Eighth grade students know to come to class, pull out their agendas, and write down the focus question for the day's lesson in their agendas, look at the focus question from the previous day's lesson, and be prepared for a discussion of the connections between the two when the class begins.

## Activity #2

\*What **exactly** will the students do during this activity?

\*What **exactly** will you do during this activity?

\*What is the time estimate?

\*Attach handouts if applicable

## Transition

\*What **exactly** will the students do during this transition?

\*What **exactly** will you do during this transition?

## Activity #3

\*What **exactly** will the students do during this activity?

\*What **exactly** will you do during this activity?

\*What is the time estimate?

\*Attach handouts if applicable

## Closure

\*What content closure will you use?

\*What procedural closure will you use?

Teachers use two types of closure: content closure and procedural closure. In fact, closure is a type of transition.

**Content closure** brings closure to a lesson by helping students focus on the lesson's goal. Content closure should vary in connection of young adolescents' desire for flexibility. Research shows that a lesson has three "high" points when students learn the most: the beginning, the middle, and the end. Content closure takes advantage of the end point.

Examples:

- *Re-tell.* Teacher tells students what the lesson was about, thus re-stating the goal or purpose.
- *Think-Pair-Share.* The teacher asks a question, gives the students a moment to think about their response, then has the students talk briefly in pairs about their respective responses.
- *Summarize.* Teacher can ask student to summarize, e.g., the teacher could point to the essential or guiding question for the day's lesson on the board and ask a student to describe his or her response to that question.
- *Quick Write.* Teacher asks the students to write about the lesson, e.g., what they believe to be the lesson's purpose, the most important thing they learned in class, the most important remaining question they still have.
- *Reflection.* Students have the last few minutes of class to write in their journals in response to a prompt related to the lesson's goal/content.
- *Chart:* Each day, the teacher and/or a student adds to a posted chart that summarizes the most important concepts and skills addressed that day.

- *Homework:* The teacher gives a reminder about homework that typically also explains or reiterates the homework's connection to today's lesson or the next day's lesson.
- *Linking:* The teacher says, "Today we did this to get ready for...." Or, "Tomorrow we'll do this and here's how today's lesson gets us ready for doing that."

**Procedural closure** is an organized way of dismissing class or, in a self-contained class, of moving definitively from one subject to another. Procedural closure, unlike content closure, should be consistent, in connection to young adolescents' desire for structure and should be positive, in relation to their need for encouragement. Procedural closure includes thinking about where the teacher stands as students leave, e.g., standing by the door allows you to say good-bye to departing students, greet incoming students, and monitor behavior in both the hallway and the classroom.

Examples:

- "Everybody look around the floor and pick up any trash you see; put it in the wastebasket on the way out."
- "Make sure the materials and resources are put away. Group leaders, check with the group members and take your group's stuff to the supply area."
- "Please turn in the lab reports for your group in 3<sup>rd</sup> period's basket on your way out."
- "Please give me your \_\_\_\_\_ as your ticket-out-the-door."
- "Okay, let's dismiss by rows. Let me know you're ready by looking up to the front of the room please."
- "We need quiet before we're ready to dismiss. Okay, have a great day."

### **Differentiated Instruction**

- \*Which students might need accommodations or modifications?
- \*How will you accommodate these students or modify the lesson for these students?
- \*What opportunities will you provide for students to take initiative of their own learning?
- \*What information/directions might have to be explained more than once or clarified?
- \*In what ways will you monitor student behavior and responses to ensure engagement and understanding?
- \*How will you adjust your instruction and activities to maintain student engagement?
- \*How will you accomplish this?

### **Assessment**

- \*What formal and informal assessments will you use to measure student progress?
- \*When will the assessments occur during the lesson?
- \*What is the time estimate?
- \*What evidence will you have that most students have demonstrated mastery of the objective?
- \*What assessment feedback (acknowledging student mastery; addressing student mistakes; following through to ensure student mastery) will you provide to students?
- \*How will you invite input from students in order to monitor and adjust instruction, activities, and pacing? \*How will you manage and analyze student data to inform instruction?
- \*Attach assessments if appropriate.

### **Extension**

- \*What lesson extender might you use?
- \*What would be the purpose of the lesson extender?

On the back, immediately following teaching, write a reflection. Reflect on what went well, what did not go well and changes you would make.

