**Virgin Islands Department of Education**

**Personalized Learning Academy**

Center on Innovations in Learning and the Florida & Islands Comprehensive Center

Guided Notes: **Basics of Lesson Planning**Writing lesson plans ~ Writing clear objectives

A lesson plan is the instructor’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of what students need to learn and how it will be done effectively during the class time.

Minimally, a good lesson plan addresses and integrates which THREE basic components:

\_\_\_ Objectives for student learning \_\_\_ Time/day of the lesson

\_\_\_ Teaching/learning activities \_\_\_ Plans for generalization/extension

\_\_\_ List of participating students \_\_\_ Strategies to check student understanding

Good lesson plans contain the learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_, objective (condition and criteria), instructional \_\_\_\_\_\_\_\_\_\_\_\_\_\_, resources needed, technology considerations, and accommodations.

Good learning objectives have 3 main parts:

|  |  |  |
| --- | --- | --- |
| **(1)** | **Learner** | The who. As in "The student will be able to…" and |
|  | **Behavior** | The what. Or what a learner is expected to be able to *do* (or sometimes the product or result of doing). It’s is observable (so ask yourself, what is the learner doing when demonstrating achievement of the objective?). |
| **(2)** | **Condition** | The how, when, where. Always describes the important conditions under which the performance is to occur. |
| **(3)** | **Criteria** | The “got it” The criterion set the performance standard by describing how well the learner must perform in order to be considered acceptable. |

For example: When asked about basic geometric shapes - cone, cylinder, cube, and sphere, all second-semester geometry students will accurately orally state the defining characteristics of each shape.

(1): all second-semester geometry students will orally state the defining characteristics

(2): When asked about basic geometric shapes - cone, cylinder, cube, and sphere

(3): accurately for each shape (cone, cylinder, cube, and sphere).

Try it with this example: Given a list of 20 compound sentences, the student will underline all the adjectives in each sentence, with less than 3 total errors (missing or incorrectly underlining).

(1): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(2): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(3): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

And with your own example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(1): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(2): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(3): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_