

Designing Lessons for the Diverse Classroom



A Handbook — for — Teachers



Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education

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telephone: (850) 488-1879

FAX: (850) 487-2679

Suncom: 278-1879

e-mail: cicbiscs@mail.doe.state.fl.us

website: <http://www.firn.edu/doe/commhome/>

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**Florida Department of Education
Bureau of Instructional Support and Community Services**

Shan Goff, Chief

Michele Polland, Administrator, ESE Program Development and Services

Lezlie Cline, Program Director, ESE Program Development

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Designing Lessons for the Diverse Classroom

A Handbook for Teachers

Debby Houston, Ph.D.
Marty Beech, Ph.D.
Center for Performance Technology
Florida State University

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University of North Florida Students

Kim Andrews	Rebecca Lindberg
Kellie Anthony	Anita M. McCoy
Karen M. Bonet	Andrea Nagle
Melissa Borstelmann	Hope Ragsdale
Terri Burns	Lori Michelle Roberts
Tammy Carroll	Jennifer Smith
Amy Cline	Vanessa Stover
Teresa Collins	Malie Stubbs
L. Charlene Davis	Kristen Towns
Anita Dozier	Stephen Joseph Turner
Gabrielle Farrell	Anthony J. Von Dolteren
Tracy Floyd	Beverly Wakeley
Christy Fowler	Amanda Weber
Maria C. Holt	Jennifer Witt-Carr
Monica LaRocco	Karen Zinner
Cortney Lee	Nellie A. Zirlott
Robert A. Lestrangle	

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Panhandle Area Education Consortium, Chipley, Florida.

Christy Bentley
Andrea Dowdy
Mandie Fowler
Mary Mitchell
Tiffany Nichols
Craig Shuler

Center for Performance Technology Staff

Matt Horan
Jean Van Dyke

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Introduction

The purpose of this handbook is to provide teachers with a tool to improve instruction through effective lesson planning. It provides a process for lesson planning that helps teachers align all instructional components leading students to achieve district goals and Sunshine State Standards. The handbook is designed specifically for preservice and beginning teachers. Other teachers who may benefit from this handbook include those who are teaching outside their field of training, teachers who have just been assigned to new subjects or grade levels, or teachers who want to improve their teaching through reflection and self-evaluation activities.

The information about effective lesson planning is drawn from three primary sources. First, *Instructional Planning, A Guide for Teachers* (1996), by Robert A. Reiser and Walter Dick, describes planning skills using techniques for systematic design of instruction. This book is a good resource for teachers who want to continue to improve their planning skills. Second, *Effective Teaching Strategies That Accommodate Diverse Learners* (1998), by Edward J. Kaméenui and Douglas W. Carnine, discusses validated instructional strategies in content areas for teaching students with diverse learning needs. These hands-on strategies can be used with a range of educational tools from textbooks to activities. Third, in *Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction*, Edward Kaméenui and Deborah Simmons (1999) distill the instructional strategies described in the previous book and present a framework for adapting materials and applying the steps in instruction. This framework provides teachers with a flexible format to design instruction for the broad range of abilities present in most classrooms.

A Tool to
Improve
Instruction

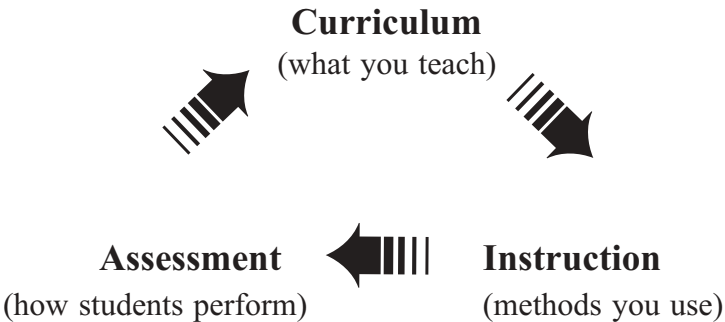
Sources

Chapter 1 Planning a Good Lesson

There is an increasing demand for teachers to be accountable for what they teach and for students to be accountable for what they learn. Teachers need to focus and organize instruction so that it is as effective as possible. Effective instructional plans are necessary for teaching that leads to improved student learning. Effective plans also provide teachers with clear documentation of what has been taught. This handbook presents information from the research on planning effective instruction in a practical format that provides an easy tool for teachers to use.

Curriculum, Instruction, and Assessment

Instructional activities are organized around three major components: curriculum, instruction, and assessment. These three components are important at every level of educational decision making, from national and state levels, to what you do in your classroom.



Three Major
Components

Curriculum contains the knowledge and skills that you teach. The State of Florida contributes to curriculum by establishing the Sunshine State Standards and expected student outcomes. The district translates those standards and other critical content into what is to be taught at specific grade levels or in courses. As the teacher, you take the curriculum and organize it into units and daily lessons.

Instruction represents the methods you use to present the content to students. States and districts identify effective instructional practices and purchase instructional materials. At the classroom level, where instruction takes place, you determine which methods and materials are actually used.

Assessment measures how well students learn the curriculum and reflects the effectiveness of instruction. The State of Florida measures progress toward the Sunshine State Standards on the Florida Comprehensive Assessment Test (FCAT). The district may also administer a norm-referenced achievement test to measure student progress in general content. In the classroom, you use a variety of assessment techniques to determine if students have mastered your lesson objectives. You can use the results to refine the focus of your lessons.

The triangle on the next page shows how you can translate state and district standards into what is actually taught in your class. State standards and course descriptions define broad goals. The district curriculum guides provide greater specification. The unit and lesson plan objectives are more detailed. The cumulative knowledge students gain from daily lessons builds toward the achievement of state standards.

Daily Lessons
Lead to
Achieving
Standards

Sunshine State Standard: SC.F.1—The student describes patterns of structure and function in living things.

Course Requirement: M/J Life Science, Basic Course Requirement 7— Demonstrate understanding of the similarities of living things.

Benchmark: SC.F.1.3.4—The student knows that the levels of structural organization for function in living things include cells, tissues, organs, systems, and organisms.

District Grade Level Subject Requirements

- Students will use structures to classify plants.
- Students will describe plant life processes.
- Students will understand animal and plant reproduction, growth, and development.

Unit Objective: Students will analyze plant structures and processes with 80% accuracy.

Lesson Plan Objective:
Given examples of five types of plants, students will compare and contrast the physical characteristics of at least five plant structures.

Diverse Learners

All classes have students with varied characteristics and a range of abilities. Meeting the diverse learning needs of students can be a challenge for teachers. Designing effective lesson plans is the best course of action to meet this challenge (Kaméenui & Simmons, 1999).

You may have students with disabilities enrolled in your classes. Many of these students will need accommodations that are documented in their Individual Educational Plans (IEP). Accommodations do not alter the content or the intended outcomes of instruction (Beech, 1999). They are adjustments in how information is presented or the way the student responds. You may find it easier to incorporate the accommodations as you are developing lesson plans rather than waiting until the end. Often the accommodations needed by one student will benefit other learners in your class.

Design Lessons
So All Students
Can Learn

Accommodations can be provided in five areas. They are

- instructional methods and materials
- assignments and classroom assessments
- time demands and scheduling
- learning environment
- use of special communication systems

Students may need accommodations in any component of your instructional plan. If you do not choose to address accommodations as you plan each component, you will need to do it before you complete your plans. You must review the needs of students who require accommodations and identify activities in the lesson that you may need to adjust for them. More information on accommodations is provided in appendix A.

Practical Matters

Although time is at a premium for most teachers, planning can actually make you more efficient on your job. By putting energy into effective planning, you will design each activity in the lesson so that it moves students toward achieving the lesson objective (Kareges-Bone, 2000). Effective planning will also allow you to build flexibility into the activities to make adjustments for diverse learners. Some students may need extra practice when others are ready to explore topics in more depth.

Effective lesson plans consist of a set of components or steps that provide a framework for planning and implementing instruction. The lesson plan components are

- write the objective
- introduce the lesson
- present the content
- provide practice and feedback
- summarize the lesson
- assess student learning
- implement, reflect, and revise

Careful planning helps you organize your lesson around these components, making students more likely to achieve the expected outcome. As noted in the introduction, each component is based on a body of research that supports these effective teaching practices.

This handbook provides information about each component of a complete lesson plan and gives you practice designing them. As teachers gain experience teaching, most do not write extensive lesson plans for each lesson they teach. They often use notes to remind them of stan-

dards and key activities or things to remember in the lesson. This handbook can help teachers feel comfortable that they have addressed the essential features of effective instruction whether or not they write detailed plans.

How to Use this Handbook

This handbook provides information about the components of effective lesson plans. A chapter is dedicated to each component and contains information, examples, and self-guided exercises. All of the chapters are organized the same way with a picture symbol to signal the beginning of a new section. The chapter sections include



For Your Information—This section provides background information for the component.

- **What are the basics?**—a definition and description of the component
- **Why is it important?**—an explanation of how the component strengthens instruction and student learning



Case in Point—This section provides an example of the component applied to a lesson.



Give It a Try—This section provides an opportunity to practice writing the component with hints and possible solutions to guide the response.



On Your Own—This section provides independent practice for the component with a self-check feature.



Reminders—This alerts you to key information in the section.

Useful references and additional information are provided in the appendices for continued support as you implement planning activities. Within the lesson plan components, there are references to specific instructional strategies that can be used in lesson plans. This handbook does not explicitly teach you how to use each of those strategies. Information is provided in the appendices to lead you to resources that can expand your knowledge.

There are several ways to use the handbook.

- If you want to learn how to write effective lesson plans, read all sections and complete all exercises.
- If you want to review the lesson planning process and check your own lesson plans against the components, just read the information and skim the models.
- If you want to reflect on your own lesson planning procedures and improve a specific component, read the pertinent section and complete the practice exercises using a lesson you have already developed.

Regardless of how you use the handbook, the information can help you improve the effectiveness of your instruction.

Chapter 2

Write the Objective

Writing a well-defined objective for learning assures that you are on the mark for the lessons you teach. An objective is a clear statement of what you expect students to know and be able to do after instruction. It links directly to long-range instructional goals and standards. It also guides you as you think about what to include in the lesson and the assessment.

You will determine the objective for a lesson by reviewing

- Sunshine State Standards, Benchmarks, and Grade Level Expectations that need to be achieved within a subject area
- Course Descriptions for Grades 6-12 and district curricula that provide more specific detail about the knowledge and skills students must learn at a grade level or within a subject
- prior knowledge and skills that students need to master the lesson content
- IEP goals and accommodations for individual students with disabilities in your class
- individual plans for other learners in your class such as English for speakers of other languages (ESOL) plans, Section 504 accommodation plans, or academic improvement plans (AIP) that identify instructional needs

The Sunshine State Standards and Benchmarks and the district curricula set the broad goals for all students in your class. The district curricula assists you in defining the critical knowledge and skills, but often you will need to break the information into more discrete skills and sequence them so students can reach mastery. You must determine the most critical knowledge and skills that support the state or district goals and build your lessons around them.

Objectives Link
Instruction and
Long-Range
Goals



For Your Information

What Are the Basics?

Objectives don't have to be complicated. Basically, they should tell you three things:

- **action**—what the student will be able to do
- **conditions**—how the student will do it
- **mastery level**—how well the student has to perform

Here are details about the parts of an objective.

When you think of what you want students to know and be able to do, it is critical to think in terms of an **action**—a behavior you can observe.

Students can show what they have learned by talking or writing about it, performing a skill, or acting out a set of behaviors. Action words can describe exactly what you expect the student to do. Examples include

- write
- edit
- classify
- graph
- estimate
- match
- illustrate

A bank of action verbs is provided in appendix A to help you write this part of the objective. Words like “learn,” “understand,” and “know” represent what happens inside the student. Remember, you must be able to observe that learning has occurred.

Generally when you write the action, you start with the phrase, “the student will” and add the verb and phrases that clearly describe what the student will be expected to know or do.

- The student will write a five-paragraph essay.
- The student will paraphrase the meaning of a poem.
- The student will throw the ball.
- The student will greet customers.

Three Parts
of an Objective

Action

Once you have described the action or behavior you expect, you are now ready to describe the **conditions**. You are really just thinking about the circumstances in which you want the action to occur. When you are describing the conditions, you can include prompts, materials, directions, time limits, or special locations that the student will use when performing the observable behavior.

Conditions can also be described in terms of the circumstances that will exist while the student performs the behavior. You can describe circumstances in a variety of ways. Some examples are provided in the chart below.

Type of Circumstance	Examples
location or setting	<i>in the library, in a group, at a job site</i>
context	<i>preparation for a speech to the class</i>
format	<i>multiple-choice test, writing probe, worksheet</i>
time	<i>within an hour, for one week, in one minute</i>
directions	<i>using a 3-step process, following the scientific method, without notes</i>

Your conditions may include any assistance that the students will be given to demonstrate what they have learned. Students will be able to use this assistance to perform the task. The following chart provides examples of the types of assistance that can be incorporated into your objective.

Type of Assistance	Examples
prompts	<i>a report outline, a story starter, a writing prompt, a list of words</i>
tools or materials	<i>a calculator, flash cards, laboratory specimens</i>

Generally, when you write the conditions, you start with the word “given” then add a description of the situation or circumstance that will be used.

- given a topic on current events
- given a calculator and five-minute time limit
- given a set of sixteen spatial problems

Conditions often reflect the type of assessment you should use to measure whether or not the student has met the objective. It is important that you align the conditions described in the objective with the assessment procedures.

Mastery Level

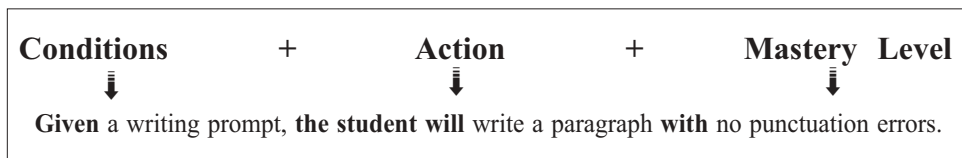
The last part of an objective is the **mastery level**. The technical term for this is proficiency. A simple way to think about mastery level is when the student “gets it!” Mastery is really a type of pass/fail grading system. When students master an objective, you can say they have passed. When they have not mastered an objective, you say they have not achieved the knowledge or skill and need more opportunities to learn. The aim of instruction is for all students to be able to master the objectives.

Mastery level is often expressed numerically such as 90% accuracy or 4 of 5 times. The criterion can also be expressed by describing the performance standard to be met such as, plan a nutritious meal, propagate a healthy plant, or use a routine to accurately solve a problem. It is important to define the mastery level in the beginning so that you can gauge your students’ progress and adjust their instruction or practice accordingly. It is also important to let students know how well they will need to perform. When the students understand your expectations, they will be more likely to meet them.

Generally when you write the mastery level, you start with the word “with,” then add a description of the mastery level.

- with 90% accuracy
- with no errors
- with accurate vocabulary

Once you have determined the three parts of an objective, you will combine them to clearly communicate the lesson expectations. The model below shows how the parts of the objective are combined.



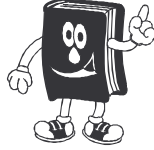
Why Is It Important?

The lesson objective helps focus your instructional time on the content students must learn. The objective identifies the parameters for the behaviors and conditions students will use to perform the skill as well as the expected mastery level. The objective also gives you a way to communicate your expectations to students. You can use it to report to parents on their child’s performance. It can also serve as documentation for your principal or school district that you have taught the knowledge

Objective
Focuses the
Lesson

and skills that will lead your students to mastery of targeted Sunshine State Standards.

Imagine that your lesson objective was “*Given a labeled outline of the Food Guide Pyramid, students will categorize ten examples of food into the pyramid components with 90% accuracy.*” The **action** is that students will categorize ten examples of food into the Food Guide Pyramid components. The **conditions** are that the students will be given a diagram of the Food Guide Pyramid with the components labeled. The **mastery level** is nine out of ten (90%) examples of food are categorized correctly. You can explain this to anyone. You can also use it to make sure your lesson activities will lead the students to perform the action at the established level of mastery.



Case in Point

Scenario

This lesson is based on the Sunshine State Standards and district requirements identified in the triangle on page 5. Students are expected to learn about plant growth and reproduction and to be able to analyze plant structures and life processes. The district curriculum indicates three major goals: students will (1) use structures to classify plants, (2) describe plant life processes, and (3) understand plant reproduction, growth, and development. Here is the objective for a lesson related to the first goal. It is designed to teach students how to compare and contrast physical characteristics of the plants.

1 Write the Objective

Given live examples of five types of plants, the student will compare and contrast physical characteristics of plant structures (roots, stems, leaves, flowers, fruits, and seeds).

The following describes how the objective was developed.

Write the Objective

Action

What is the action the student is to do?

1 Write the Objective

The student will compare and contrast the physical characteristics of plant structures (roots, stems, leaves, flowers, fruits, and seeds).

Action

Explanation: *Compare and contrast* are actions that can be demonstrated by the student. Other actions that could be used to describe ways students can use classification structures include: explain, diagram, analyze, sort, or organize.

Conditions

What are the conditions under which the students will have to complete the action?

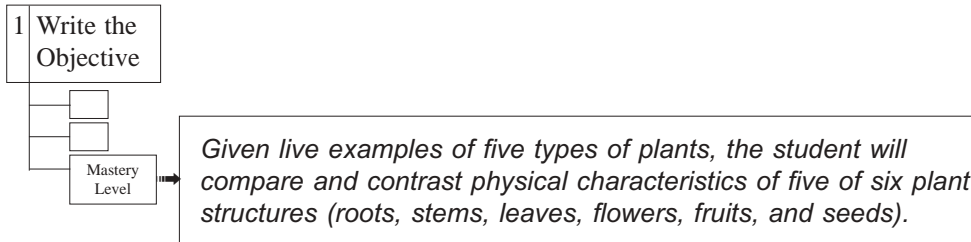
1 Write the Objective

Given live examples of five types of plants, the student will compare and contrast physical characteristics of plant structures (roots, stems, leaves, flowers, fruits, and seeds).

Conditions

Explanation: The teacher will provide students with specific items (*given live examples of five types of plants*) to compare and contrast. There are no other conditions in the objective.

What is the mastery level?



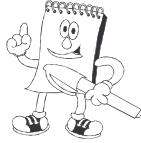
Explanation: The teacher has determined that students can already identify the physical characteristics of plant structures included in the lesson. Students will have met the objective when they can compare and contrast at least five characteristics of five different examples of plants.

In summary, the **action** of this objective is compare and contrast. Students will be provided with examples of five types of plants as the **condition**. Students will have **mastered** the objective when they can compare and contrast physical characteristics of five of the six structures of different types of plants.

Your district or school may also require you to link your lessons to the particular Sunshine State Standards, Benchmark or Grade Level Expectation that your lesson addresses. The link for the example above is Sunshine State Standard SC.F.1—The student describes patterns of structure and function in living things. The Benchmark is SC.F.1.3.4—The student knows that the levels of structural organization for function in living things include cells, tissues, organs, systems, and organisms. The Grade Level Expectation is for sixth grade—The student knows that the levels of structural organization in living things include cells, tissues, organs, systems, and organisms.

Mastery Level

Summary



Give It a Try

Scenario

One of your instructional goals is for students to be able to recognize and use parts of speech in written language. You have designed a unit that will teach students to recognize the basic parts of speech. You need to write an objective for a lesson to teach adjectives.

Write the Objective

Action

Describe the action you want the students to do.



The students will _____ the adjectives...

Hints:

- Did you use an action verb?
- Will you be able to observe what the students have done?

Possibilities: Your choices may include verbs like *circle*, *name*, *list*, *identify*, or *find*.

Conditions

Describe the conditions under which the students will complete the action.



Given _____, the students will...

Hints:

- How will you present the task?
- Is there a particular setting or context needed?
- Will students need any tools?
- Will the students work in a group or independently?
- Will you allow all the students to have prompts or assistance?

Possibilities: The condition you selected might be similar to these: *a two paragraph passage with 10 adjectives, a list of 50 words including 30 adjectives, 50 words on flash cards including 35 adjectives, a word list containing 20 adjectives and 20 other kinds of words read by a partner.*

Determine the mastery level.



With _____

Mastery
Level

Hints:

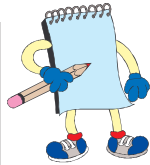
- How accurate must the students be to allow you to be confident they had learned the skill or concept?
- At what point will students be ready to move to the next skill or concept?

Possibilities: Students do not usually have to learn to recognize adjectives with the same speed as a basic skill like multiplication facts. However, since adjectives are a basic part of speech, students should be able to recognize adjectives with few errors. The mastery level you choose might express a percentage such as *95%* or *90%*, or a ratio such as *18 of 20*, or a number such as *at least 15*.

Your objective might look like the one below.


1	Write the Objective	→	<i>Given a two-paragraph passage with 10 adjectives, students will circle the adjectives with 90% accuracy.</i>
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Sample
Objective



On Your Own

Now write an objective on your own. Think of a lesson that you want to teach or have seen in a classroom and identify what students must know and be able to do. You can use this lesson topic throughout this handbook to complete each “On Your Own” section. A writing space has been provided below for your work, or you may choose to record your responses for each “On Your Own” section on the blank form provided on page 99. If you want to remind yourself of the directions for writing the three parts of an objective, review “For Your Information” in this chapter, beginning on page 10.

1	Write the Objective	
	Action	
	Conditions	
	Mastery Level	

Self-Check

After you have written your objective, use this self-check to make sure you have included all of the parts of an objective.

- I described the action the students will do at the completion of the lesson.
- I identified the conditions (situation, tools, or other assistance) under which the students will complete the action.
- I set a level of mastery to show how well the students must perform.

Chapter 3 Introduce the Lesson

Introducing the lesson captures your students' attention from the very beginning. This is the stage where you connect to the students' interests and make sure they know the expectations for the lesson. You will also directly link this lesson to previous learning.



For Your Information

What Are the Basics?

Introducing the lesson consists of three parts.

- **Gain student attention**—activates interests and motivates students to engage in learning
- **Explain the objective**—communicates the exact expectations for the lesson
- **Relate to prior knowledge**—identifies prerequisite skills students will use to learn the lesson content and draws a firm connection between their prior knowledge and the new lesson

Each part of the introduction works together to provide the students an advance organizer of what is to come and why it is important for them to learn the knowledge and skills in the lesson.

To **gain student attention**, you need to think about the age, interests, background, and experiences of your students. Make a direct link between the lesson objective and the attention-getting strategy you select. Your students may have a common hobby or community experience that can launch the lesson. If there is a lot of diversity in the experiences of your students, you will want to design an activity that provides a shared

Three Parts of
an Introduction

experience for the class. The chart below presents a variety of ways for gaining student attention for a lesson on nutrition.

Student Characteristics	Sample Activity
Age	<p>Elementary: <i>Collect a variety of snack foods. Allow the students to eat the snacks.</i></p> <p>Secondary: <i>Ask students to make a list of the foods they have eaten today.</i></p>
Interest	<p>Elementary: <i>Ask students to bring a picture of their favorite food to class.</i></p> <p>Secondary: <i>Ask students to think of their favorite restaurant meal.</i></p>
Background and Experiences	<p>Elementary: <i>Show a video of a cooking segment from a television show. Be sure the video includes ingredients that are familiar to the students.</i></p> <p>Secondary: <i>Ask students to bring the recipe for their favorite home-made dish.</i></p>

Gain Student Attention

The things to remember in gaining student attention are



- relate the activity to the objective
- involve the students' interests
- connect to the students' backgrounds or build a common experience

You also need to **explain the objective** as part of the lesson introduction. If the objective is straightforward, simply stating the objective for students is sufficient. Provide enough information to make sure students have a clear understanding of what they are expected to do at the end of the lesson. You may need to reword parts of the objective or use visual aids, depending on the functioning or developmental level of your students.

The thing to remember is



- explain the objective to your students in a way they will understand

Be sure to **relate the lesson to your students' prior knowledge**. An explicit explanation or graphic organizer can be used to clearly communicate how this lesson connects to previous lessons or information. All learning builds on prior knowledge and previous experiences. Check to make sure students have the prerequisite skills needed to learn the lesson. Units and daily lessons that are sequenced to build a base of knowledge and skills that are organized to provide a range of applications will facilitate learning for all students. Pointing out the connections to previous information helps students understand the relationships among their own knowledge and skills, rather than leaving it to chance.

The things to remember are



- explain the relationships between the lesson and previously learned knowledge and skills
- review knowledge and prerequisite skills the students will use in the lesson

The format you use to point out relationships between the lesson and what students already know will vary. A KWL chart (Florida Department of Education, 1998) is an example of a graphic organizer that links student knowledge. Information from a previous unit and any other prior knowledge would be listed in the “What I Know” column. A discussion of what students already know and want to know will explicitly connect the information from past learning to the current lesson. The section on what they have learned can be used as a lesson review or summary. An example of a KWL chart from a unit on nutrition is provided below.

KWL Chart		
What I K now	What I W ant to Know	What I Have L earned
<ul style="list-style-type: none">• foods I like• how to order food in a restaurant	<ul style="list-style-type: none">• about healthy foods• how to cook	<i>to be completed after the lesson</i>

Explain the Objective

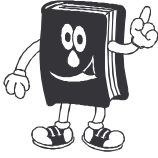
Relate to Prior Knowledge

Why Is It Important?

When you consider the three parts of a lesson introduction as a whole, it is easy to understand why they are so important. You have created a strong foundation for the lesson content when you get the students' attention and explain what they are expected to do and how it relates to what they have already learned. This foundation benefits all students and is especially important for students with diverse learning needs.

Take a look at an example for introducing a nutrition lesson with the objective to categorize food into the Food Guide Pyramid. You could collect a variety of snack foods that are typical for your students, such as peanuts, toasted oat cereal, carrots, and jelly beans. Give each student one piece of each type of snack food. Show students a picture of the Food Guide Pyramid. Explain that they will know which food fits into each category and they will be able to categorize foods correctly as they plan their meals. Remind students that they have already learned about the human digestive system and know about the different food groups represented on the Food Guide Pyramid. Have students identify the food groups for each type of snack food. Now they will explore how the Food Guide Pyramid helps them keep their nutrition in balance.

The example shows how the three parts of the lesson introduction are incorporated to provide a strong foundation for the lesson on nutrition. Food will capture students' attention, and the variety of snacks clearly relates to different categories of food. Students are told the objective of the lesson in the context of the activity and reminded of related lessons they have completed. The students are now ready to begin instruction on the Food Guide Pyramid.



Case in Point

Scenario

1 Write the Objective

Given live examples of five types of plants, the student will compare and contrast physical characteristics of five of six plant structures (roots, stems, leaves, flowers, fruits, and seeds).

Examine the process of designing an introduction to a life science lesson on plants.

Introduce the Lesson

How can students be motivated to learn to compare and contrast the physical characteristics of plants?

2 Introduce the Lesson

Gain Student Attention

The class takes a brief walking tour of the school landscape and observes the types of plants. They make notes and sketches of what they see. Upon returning to class, students make a list of what they saw. The teacher points out the physical characteristics of the plants that are the same and those that are different.

Gain Student Attention

Explanation: This activity engages the students as they gather information they will use in the lesson. Using real plants on the school grounds for the observation links the lesson to experiences all students have had. The movement and observations of real plant specimens will stimulate interest in the lesson.

How will students know what they will be able to do at the end of the lesson and how well they will be able to do it?

2 Introduce the Lesson

Explain the Objective

The teacher tells the students that they should be able to look at five different plants and compare and contrast the physical characteristics of each of the plant structures (roots, stems, leaves, flowers, fruits, and seeds).

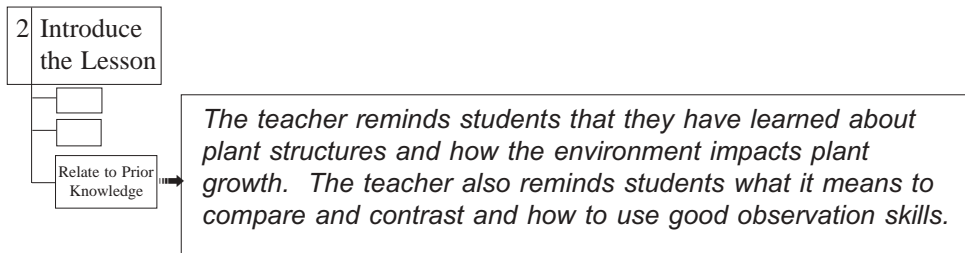
Explain the Objective

Explanation: The objective is simply restated in this example. The teacher could have written the objective on the board to reinforce the discussion. The important point is to make sure students know they

are expected to tell how physical characteristics of plant structures are alike and different.

Relate to Prior Knowledge

What were the previous lessons in this unit that led to this knowledge or skill? What knowledge or skills do students already have that relate to this lesson? Do students have previous experiences that they can link to this lesson?



Explanation: Making connections between previous lessons and the new knowledge is important. The teacher links this lesson to lessons students have just experienced and reminds them of the skills they already possess to make observations and to compare and contrast information.

Summary

In summary, to **gain student attention**, the class will actively seek and observe live plants in their school environment. The teacher will **explain the objective** in terms students can understand. The lesson will be **related to their prior knowledge** when the teacher reminds students of previous lessons and what it means to compare and contrast information.



Give It a Try

Scenario

You have been teaching a language arts unit on parts of speech. You are designing a lesson on recognizing adjectives. The objective you have written for your lesson may be similar to the one below. You may also want to review the objective you wrote in the “Give It A Try” for the Objectives chapter on page 16.

1	Write the Objective
---	---------------------

→ *Given a two-paragraph passage with 10 adjectives, students will circle the adjectives with 90% accuracy.*

Introduce the Lesson

Create a way to catch the students’ attention and motivate them to stay focused on the lesson. Write a description below.



Hints:

- Is the activity something that will directly connect the students to the topic and content of the lesson?
- Are there interests of your students or experiences in your community you can link to this lesson?

Possibilities: Since the lesson is based on recognizing adjectives, you may have chosen an activity that gets students involved in describing things, such as *describing their clothing to a friend, describing their favorite food to a partner, pantomiming descriptive words, writing sentences to describe the weather, or describing a painting or the cover of a favorite book.*

Gain Student
Attention

Explain the Objective

Describe how you will explain the objective to the students.



Hints:

- Have you explained the objective?
- Did you include the expected mastery level for the students?
- Did you use language the students will understand?

Possibilities: Your answer might be a simple restatement of the objective. You might also choose to use language that is more student-friendly, such as *after this lesson, you will be able to find the describing words in sentences almost every time.*

Relate to Prior Knowledge

Note any connections that need to be made to lessons within the current unit or with previous units. Also, consider how you can alert students to other relevant skills or background experiences.

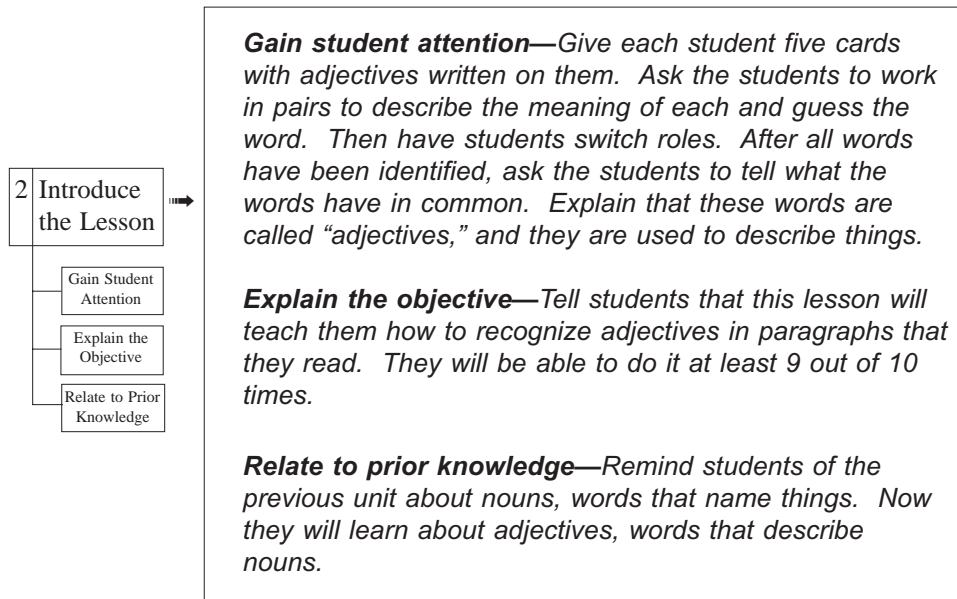


Hints:

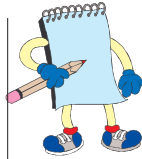
- Have you reminded the students about relevant content that was covered in previous units or lessons?
- Are there other skills or knowledge that should be described?
- Do students have the prerequisite skills to be successful in the lesson?

Possibilities: Your answer may have linked this lesson to other lessons in the unit such as *using words to make sentences* or *knowing another part of speech*. You could also remind students of *reading experiences that contained many descriptive words*.

Your introduction to the lesson could be similar to this description.




Sample
Lesson
Introduction



On Your Own

Now write a lesson introduction on your own. Think of the lesson you selected for “On Your Own” in Chapter 2, “Write the Objective.” Review the objective you wrote in that activity. Record your work in the space below or on the form provided on page 99. If you want to review the directions for “Introduce the Lesson,” see “For Your Information” in this chapter.



2 Introduce the Lesson →

- Gain Student Attention
- Explain the Objective
- Relate to Prior Knowledge

Large empty rounded rectangle for writing the lesson introduction.

After you have written your lesson introduction, use the self-check to make sure you have included all of the steps.

Self-Check

- I designed an activity to catch the students’ attention and motivate them to participate in the lesson.
- I developed a direct link between the Gain Student Attention activity and the lesson objective.
- I have included an explanation of the lesson objective, including mastery level, in the plan.
- I have noted the links to previous lessons and concepts and prerequisite skills.

Chapter 4 Present the Content

This is the part of lesson planning that allows teachers to really express their creativity. You may often start planning with a learning activity in mind. It is easy to get carried away with the activities and not worry whether they connect to the learning objective. Planning step-by-step for presenting the content assures that the entire lesson is connected to the objective and the students will be able to learn the information.



For Your Information

What Are the Basics?

Presenting the content is the part of the lesson that involves providing new information to students to help them achieve the objective. A plan for presenting the information includes the sequence of activities describing what the teacher and students will do. The activities will reflect the strategies you will use to organize the information and to support students as they learn the knowledge and skills.

Planning for presenting the content can be guided by three questions.

- What knowledge and skills need to be taught to achieve the objective?
- What are the activities the teacher and students will use to learn the content?
- How will the activities be organized and supported?

The content of the lesson is determined by first analyzing the objective to identify what students need to know. Next examine the previous knowledge the students have already gained. When you compare what the students need to know with what they already know, you will

Guiding
Questions

identify gaps. These gaps represent the knowledge and skills that students must learn to achieve the objective. The chart below provides an example of how to determine the lesson content to teach students to categorize food using the Food Guide Pyramid.

Knowledge and skills needed	What students already know	Gaps
<ul style="list-style-type: none"> • categories of the Food Guide Pyramid • six types of nutrients • examples of foods that contain the nutrients • how to sort foods into the Food Guide Pyramid categories 	<ul style="list-style-type: none"> • importance of good nutrition • six types of nutrients • examples of foods that contain the nutrients 	<ul style="list-style-type: none"> • categories of the Food Guide Pyramid • none • none • how to sort foods into the Food Guide Pyramid categories

Now that you know the content, you can plan how to present it. Examples of ways to present the content include a mini-lecture, guided experiment, demonstration, or media presentation (e.g., transparencies, video, interactive CD-ROM). Regardless of the method, the presentation should include

- explicit information about the lesson content
- structured models that demonstrate the knowledge or skill
- scaffolded information with sufficient number of examples and non-examples to build student experience with recognizing the concept
- tasks to engage students with the information that provide clarification and immediate feedback

The steps should include what you will do (present a lecture, ask questions, give examples) and what the students will do (take notes, ask or answer questions, perform experiments, complete lecture guide, discuss). An example of each feature of the content presentation is provided for the Food Guide Pyramid lesson on the next page.

Critical
Presentation
Features

Presentation feature	What the teacher will do	What the students will do
Explicit information about the lesson content	<ul style="list-style-type: none"> • Provide a mini-lecture about the Food Guide Pyramid. • Name and identify the nutrients and foods for each Food Guide Pyramid category. 	<ul style="list-style-type: none"> • Take notes using note taking guide.
Structured models that demonstrate knowledge or skill	<ul style="list-style-type: none"> • Show pictures of five examples of food in each Food Guide Pyramid category. • Describe the attributes of the food that fit each category. 	<ul style="list-style-type: none"> • Listen to descriptions and observe the examples. • Write the names of the examples in the appropriate Food Guide Pyramid category.
Scaffolded information and sufficient number of examples to build student experience with the knowledge or skill	<ul style="list-style-type: none"> • Present pictures of types of foods and describe how you determine the category for each food. • Ask students to indicate agreement or disagreement with your decision by using “yes/no” response cards. Continue with pictures until students are correctly categorizing foods. 	<ul style="list-style-type: none"> • Listen to examples and respond to teacher conclusion using response cards. • Suggest categories for food pictures and explain decision in whole group setting.
Tasks to engage students with the information that allow clarification and immediate feedback	<ul style="list-style-type: none"> • Have students use a “Think-Pair-Share” activity to sort pictures of food into Food Guide Pyramid categories. Monitor pairs as they work to ensure students have grasped the skill. • Debrief activity with students to clarify any misunderstandings. 	<ul style="list-style-type: none"> • “Think” about the food pictured and determine the category to which it belongs. “Pair” with a fellow student and “Share” (explain) the category selected. Reverse roles until all foods are categorized.

Accommodations

You must make sure the activities you use in the lesson will help the students learn how to do the action included in the objective. Aim for a direct match. This will align your lesson with the intended purpose while providing an enjoyable learning experience.

Lesson activities may require accommodations for students with special learning needs. Review the needs of students in your class. You may be able to adjust the activity for the whole class in a way that incorporates the student's accommodation or you may need to provide a specific accommodation for an individual student. A space is provided at the end of the Lesson Plan Form to note accommodations needed for individual students. Accommodations are discussed on page 5 of the handbook and resources are provided in appendix A.



Accommodations can be made in a variety of areas.

- instructional methods and materials
- assignments and classrooms
- time demands and scheduling
- learning environment
- use of special communication systems

How Will the Lesson Activities Be Organized and Supported?

You will also need to plan how you will group your students and support the activities. Select materials and other supports such as videos, computer software, and teacher-made materials.

There are various ways to organize students into groups. You can add variety to your lesson by using different methods, such as whole class, cooperative learning groups, or pairs. It is important to develop procedures for how the groups will work together, such as assigning roles in cooperative learning groups. Grouping students is one of the ways you can meet the needs of diverse learners in your class. Many students benefit from the discussion and structure of group work. Be careful to monitor the noise and activity within groups, as some students may be distracted by group work.

Structuring Groups

There are several things to consider when structuring groups for the lesson.

1. Whole group activities can be useful when students are learning new knowledge or skills. Teachers can give examples and non-examples of the concept or demonstrations of the skills to the entire class. A mini-lecture is an example of a whole group activity.
2. Opportunities for interaction will help keep students engaged in

the learning activity. Many students learn better by having a chance to discuss ideas or rationales. Pairs and small groups work well when there is an established routine, clear directions, and expected behaviors for completing the work.

3. Combinations of these grouping patterns can be used throughout your lesson. Varying the activities in the class helps students maintain their focus on the content.

Identify materials and equipment needed for the lesson during this step. Remember that the materials should relate to the major focus of the lesson. Materials that are not directly related to the content can be distracting. You may want to make a detailed list as you plan the lesson or you can make the list when you are finished. Consider the time needed to create or locate any new materials, such as graphic organizers or charts.

Select Materials
and Equipment

Through the selection of media and equipment you can accommodate the needs of diverse learners. For instance, students may have the choice of reading the book, listening to a taped version, or seeing a video. A space to note materials you will need is provided at the bottom of the Lesson Plan Form used in this handbook.

Why Is It Important?

Providing specific instruction in the lesson content is necessary for student learning. Students may not achieve the objective unless they actively participate in the instructional activities.

Chances are that your class will have students with diverse learning characteristics. You can design your lesson to meet all of their learning needs. Include many examples and demonstrations of the lesson content within your activities. Check understanding at key points in the lesson. Adjust the amount of guidance and scaffolding based on how quickly the students grasp the information in the lesson presentation. You need to make sure that students of all capabilities are able to understand the content.

A detailed plan of activities with clearly sequenced steps keeps the lesson aligned to the objective. It can also be helpful in other ways. Many schools and districts require teachers to keep records of their lesson plans for accountability purposes and for possible use by substitute teachers. You will also find that keeping complete records of your instructional procedures also makes it easier to reflect on needed revisions for future use.



Effective Instructional Strategies

There are a variety of effective instructional strategies that apply to all types of learning activities. The following strategies have been validated through research and application in many different instructional settings.

- scaffolding
- conspicuous strategies
- examples and models
- checking student understanding
- reteaching and extension activities

Each strategy can strengthen the effectiveness of the lessons you present. When you use them will depend on the nature of the knowledge or skill you are teaching. Brief descriptions are provided below and additional resources are provided in appendix A.

Scaffolding

Scaffolding is the support for learning that is provided to students while they are mastering a new knowledge or skill. The term “scaffolding” is used in the construction trades to describe the support workmen use while they are completing a job such as bricklaying or painting. Scaffolding in instruction supports students while they are learning how to apply new knowledge or skills. Verbal prompts, visual highlights and diagrams, and outlines support students as they build knowledge and proficiency.

Scaffolding can be incorporated into any part of the lesson plan. The purpose is to remove barriers such as the need to recall difficult vocabulary and jargon, multiple steps of a process, or components of a complex concept. Scaffolding is temporary and should be gradually removed as the students become more independent in their mastery of knowledge or a skill. The type of scaffolding will vary based on student capabilities, activities, and the nature of the task. Using a prompt that reminds students of steps, key questions, or hints is very helpful for students. You can easily incorporate scaffolding into your worksheets, concept maps, organizers, and review activities. Many commercial products also provide this type of support.

Temporary
Support



Scaffolding provides temporary prompts and structured support for learning.

The “Give It a Try” and “On Your Own” sections in each chapter of this handbook provide scaffolding for you. Even the Lesson Plan Form includes reminders of the key components of each part of the lesson plan.

Conspicuous Strategies

Most learners create and use steps or routines to solve problems, to learn new information, or to complete tasks. As they become proficient, they think about these steps when they complete similar kinds of tasks.

Explicit Steps
or Routines



A **conspicuous strategy** is a specific set of steps to be used to complete a task, to solve a problem, or to follow a process.

Conspicuous strategies are explicitly taught to students to help them learn the content. The steps or strategies are clearly described and modeled for the students. Teachers reinforce the use of strategies as they demonstrate or give examples of knowledge or skills. The steps for making a strategy conspicuous are

- label the strategy
- model for students using a think-aloud procedure
- explain how it works
- remind students when to use it

The conspicuous strategy helps the learners focus their attention on the content. As you complete an example, explain and discuss the strategy with the students. Remind students to use the strategy when they are completing guided or independent work. For example, if you wanted students to write a story, you could use a strategy that guides them to answer questions about the parts of a story. You would ask what the main character will do, where the story will take place, what will happen to the main character, etc. You would model the strategy by verbalizing the steps and the decisions you make for each one. Students might have a card with the strategy questions to refer to as they write their stories.

Examples and Models

Providing examples of knowledge and models of rule or skill application is an important instructional strategy. Using examples and non-examples as you teach is a proven way to make sure students understand the attributes of a concept. Examples illustrate the characteristics of the concept. Non-examples provide contrast to characteristics of the concept. Together, the examples and non-examples provide students with a way to better understand the concept. Be sure to consider the types of learners you have in your class, from students who catch on quickly to students who need many examples. You may also use helpful visual and verbal prompts with your examples.

Applying rules and skills involves following a process or procedure. Modeling applications of a rule or skill when you are teaching gives students a clear picture of how the rule or skill is used. It is helpful to model a variety of applications of the rule or skill to provide repetition of the steps and identify any exceptions. As with examples, the number and type of models will vary depending on the needs of your students. It may be helpful to use visual or verbal cues to help students remember the procedures.



Examples provide specific attributes of concepts.

Non-examples show what the concept is not like.

Models provide a clear picture of how the rule or skill is applied.

Checking Student Understanding

Most teachers naturally adjust their instruction as they interact with students and observe how students are responding. Incorporating checks for understanding into your lesson plan will prompt you to provide student feedback at critical points in the lesson. It is important to conduct multiple checks and provide specific feedback to students throughout the lesson to reinforce learning and prevent incorrect learning. You may regularly provide feedback on independent practice activities like homework, but be sure to include checks for understanding within the context of the lesson so you will know right away if additional examples or guided practice are needed for the whole class or individual students. For example, in the lesson on the Food Guide Pyramid, you could do a quick “yes/no” check by naming a food and asking students to give a thumbs up or down to identify whether the food fits a category or not. If students are slow to respond or you have

Provide
Feedback

mixed signals, you can adjust instruction to include more examples and additional explanations. You can also ask them to “try the next one on your own” and check to see if students are able to complete the example before moving to more independent practice.



Checking for student understanding provides information on how well students are mastering the knowledge or skill.

Some of your students may grasp the lesson objective very quickly, while others will need extra practice and perhaps even some reteaching. Be ready by including these activities in your plan.

Reteaching and Extension Activities

Plan how you will reteach students who have difficulty with the knowledge or skill. Additional assistance could include a short explanation and guided practice followed by additional independent practice. The practice activities could be completed by pairs of students or designed with scaffolding to prompt students to remember the skill or steps. More than likely, there will be many students who will need extra practice. Building this strategy into your lesson is one of the ways to strengthen your instruction and give your students a better chance at success.

Develop extension activities for students who master knowledge or skills quickly. This additional work should be linked directly to the lesson objective. You could have students write and illustrate a book to teach other students about the Food Guide Pyramid or students could use the internet to find recipes that promote use of the Food Guide Pyramid.



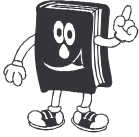
Reteaching is additional instruction or practice provided to students who have not mastered the lesson content.

Extension activities are additional experiences for students who master skills quickly and are ready to learn more about the content.

Summary

The effective instructional strategies described in this section will be useful as you design lesson plans. Scaffolding and conspicuous strategies can be used throughout the entire instruction process. Examples and models are generally provided in the initial instruction phase, but can also be used to support students as they gain mastery of knowledge and skills. Checking student understanding and learning is an important strategy to use throughout the entire lesson. Reteaching and extension

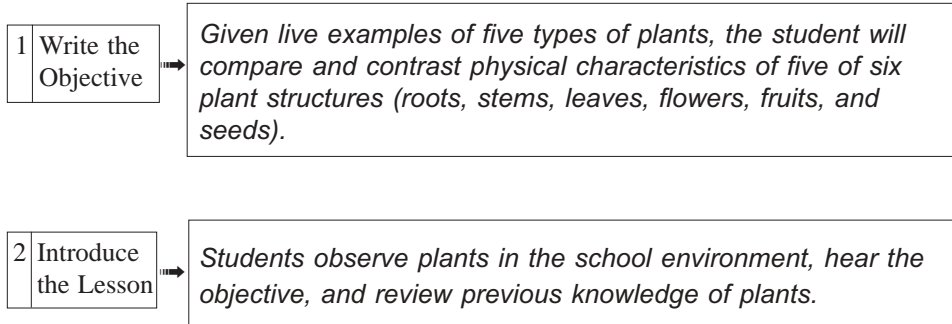
activities allow you to adjust instruction to meet the needs of individual learners in your class. Remember to incorporate these strategies into the lessons you plan. Appendix A provides information on how to get more details about these strategies. It also includes a Quick Reference Guide on page 91 that you can attach to your lesson plan book to remind you of the strategies and the lesson plan components.



Case in Point

Scenario

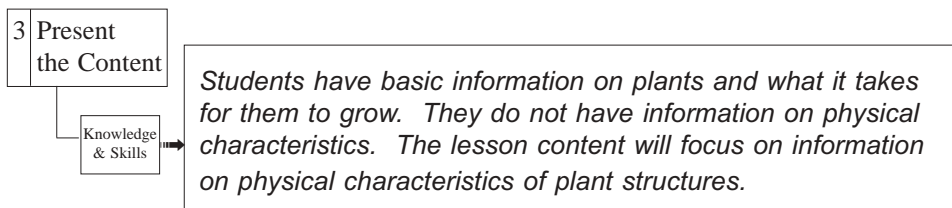
The lesson objective and introduction has been written to teach students about physical characteristics of plants. Summaries are provided below.



Take a look at the way the lesson content is presented.

Present the Content

What is the content students must learn to achieve the objective? What do students already know? What are the gaps?



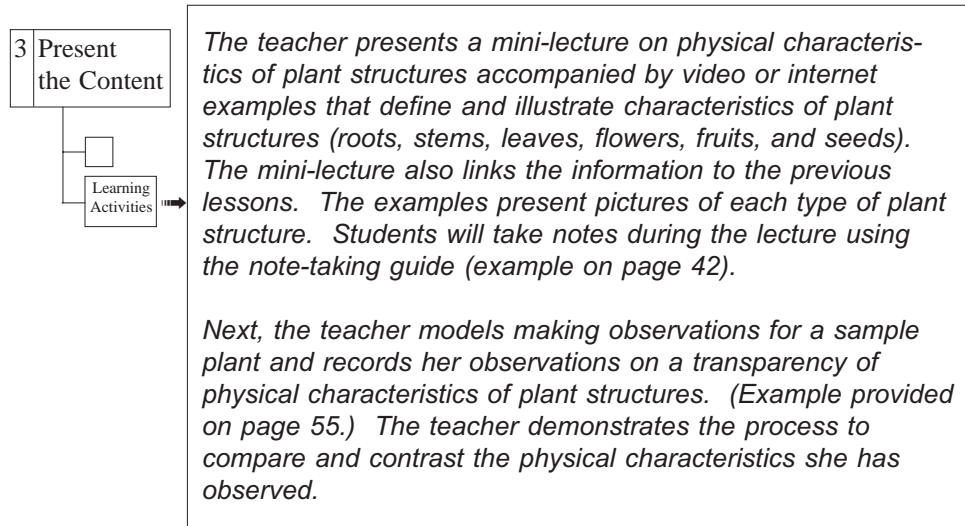
Explanation: A review of what students have been taught previously helps the teacher identify what students know about plant structures and their physical characteristics. Even though students have some knowledge about growing plants, they do not know about the physical characteristics of plant structures. The teacher determined that students would need basic instruction on the physical characteristics of plant structures in order to compare and contrast examples.

How can the information be presented in an explicit manner? What examples best demonstrate the knowledge and skills? How many examples will be needed? How should the information be sequenced to

What Knowledge and Skills Need to be Taught to Achieve the Objective?

present the instruction? How can the students be engaged in learning the information?

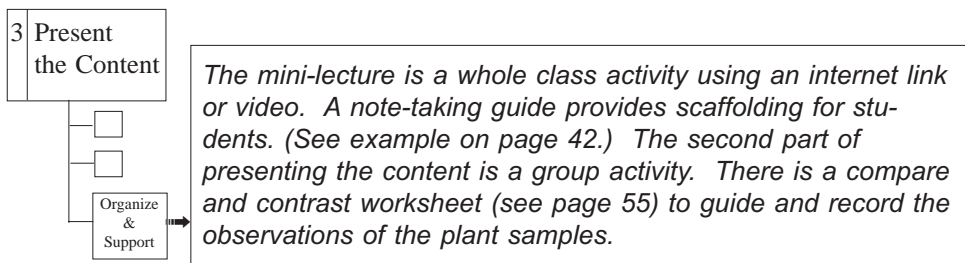
What Are the Activities the Teacher and Students Will Use to Learn the Content?



Explanation: The content is presented directly through a mini-lecture that includes definitions and examples of plant structures. The teacher decides to accompany the lecture with plant examples from an internet site or video to show multiple examples. Modeling is another strategy the teacher uses to make sure the students remember how to conduct observations and use the compare and contrast process with the examples.

What type of student grouping is most conducive to the lesson activities? What materials or resources are needed for the instruction? Are there any instructional strategies that could support student learning?

How Will the Lesson Activities Be Organized and Supported?



Explanation: A whole group and a small group activity will be used to present the content. The teacher has included procedures for the whole group activity. A note-taking guide will be used as a tool to help students attend to and organize the content of the mini-lecture. This guide will help students get the main point but will be especially useful to prompt students to remember the characteristics to be observed and how to organize information.

The compare and contrast worksheet will also assist students with organizing their work. Real plants provide experience in comparing and contrasting plant structures in the same manner that will be used in the assessment.

In summary, the teacher has focused the lesson on understanding physical characteristics of plant structures so that students acquire the knowledge and skills to achieve the objective. The teacher has designed activities for the students that engage them in the lesson content by providing a mini-lecture about the plant characteristics and giving multiple examples. She engages the students in the learning activities by having them follow her modeling of observation and then doing a comparison and contrast of the plants. The lesson activities are organized into whole activities and are supported by internet and video plant examples, live plant samples, a note-taking guide, and a compare and contrast worksheet.

Summary

Scaffolding
Examples from
Case in Point

SAMPLE - Note-Taking Guide
Physical Characteristics of Plant Structures

- **Roots**
What roots do

Two types
- **Stems**
What stems do

Two types
- **Leaves**
Purpose of leaves

Types of leaves

Structure of leaves
- **Flowers**
Purpose of flowers

Types of flowers
- **Fruits**
Purpose of fruit

Types of fruit
- **Seeds**
Purpose of seeds

Types of seeds



Give It a Try

Scenario

In the previous “Give It a Try” sections, you developed plans for a language arts lesson on adjectives. Your work may be similar to the summaries provided below. You may want to review your own work in the “Give It a Try” for the Objectives chapter (page 16) and Introduce the Lesson chapter (page 25). Use your work to complete a plan for the presentation of the content.

1 Write the Objective	→	<i>Given a two-paragraph passage with 10 adjectives, students will circle the adjectives with 90% accuracy.</i>
2 Introduce Lesson	→	<i>Students work in pairs to identify adjectives, hear objective, and review lesson on nouns.</i>

Present the Content

Review the objective and students’ prior knowledge to determine what gaps in knowledge and skills need to be addressed. Also, identify the lesson content and what students need to do to master the objective and then determine key activities that must be included in the instruction.



Hints:

- What does the objective indicate the students should be able to do at the end of the lesson?
- What other knowledge and skills will students use to learn the content of the lesson?

What
Knowledge and
Skills Need
to Be Taught?

What Are the Activities the Teacher and Students Will Use to Learn the Content?

Possibilities: At this point, students already have experience reading, writing, and speaking descriptive words. Students may need to review the concept of parts of speech, including the definition and examples of a noun.

Decide how you will present the lesson content and provide models, examples, explanations, or demonstrations to help the students learn the content. Write your plan below.



Hints:

- Is the information presented concisely and clearly to students?
- Have you planned enough examples/non-examples or models to allow the students to grasp the knowledge or skill?
- Are there explicit steps or strategies to help students use the knowledge or skill?
- Have you designed a way to check student understanding?
- Have you planned to be flexible in the number or type of examples or models you will use based on student response?

Remember:

Use effective instructional strategies for learning activities



- scaffolding
- conspicuous strategies
- examples and models
- check student understanding
- reteaching and extension activities

Possibilities: You may have developed ways to present the information such as *providing a definition of an adjective, giving examples from a text copied on a transparency, or asking students to read a passage and point out the adjectives.* The objective indicates students should practice recognizing adjectives in print. You could provide examples from *sentences, textbooks, newspapers, or journal entries.* If you use flash cards and word lists, you need to remember that the student must circle the adjectives *in a two-paragraph passage.* You would need to provide ways for students to recognize adjectives in a passage during the instruction. You may have decided to check student understanding by *conducting a “Yes/No” response card activity with the whole class, calling on students to identify adjectives, or asking students to work in pairs to identify adjectives in a passage and checking each other.*

Decide how you will organize activities and group students for the lesson activities. Identify any materials, resources, or teacher-made resources that will be needed in the lesson.



How Will the Lesson Activities Be Organized and Supported?

Hints:

- Will students work together, in small groups, or independently?
- If students will work in groups, how will you distribute materials and establish procedures for the groups?
- Are there any materials or teacher-made resources to help the students learn the content?

Possibilities: You may have included *independent work, whole group, small group, or pairs* as ways to organize students in the lesson. You could have *developed procedures for moving to groups, gathering materials, or*

working as a group. This lesson lends itself to tools and materials such as *copies of passages*, and *the definition of an adjective posted prominently in the room.*

Sample
Present the
Content

Your “Present the Content” section may include the following steps.

3	Present the Content
---	---------------------

1. What knowledge and skills need to be taught to achieve the objective? Provide students with the definition and examples of an adjective and explain how adjectives are used in writing and speaking.

2. What are the activities the teacher and student will be engaged in to learn the content? Because the lesson focuses on recognizing adjectives in written language, choose passages from a recent reading assignment. Write the passage on the board or chart paper. Read the passage with the students and point out each adjective.

Demonstrate how to use the definition of an adjective to check each word. For instance, read the word “blue” and say, “An adjective describes a noun. Does blue describe a person, place, or thing (definition of a noun)? Yes, it could describe an object, so ‘blue’ is an adjective.”

Provide multiple examples and non-examples and demonstrate how to compare the definition of an adjective with the word as a tool to self-check. Ask the students to raise their hands when they hear an adjective as you read another passage aloud. Continue giving examples until all students raise their hands each time you read an adjective. Ask the students to explain why the word is an adjective.

3. How will the lesson activities be organized and supported? This is a whole group activity. Selected passages from a recent reading assignment are the materials needed for the activity.



On Your Own

Now write a “Present the Content” section on your own. Think of the lesson you selected for “On Your Own” in the previous chapters. Review the objective and lesson introduction you wrote. Record your work in the space below or on the form provided on page 99. If you want to remind yourself of the directions for developing a “Present the Content” section, review “For Your Information” in this chapter.

The diagram shows a box labeled '3 Present the Content' with an arrow pointing to a large, rounded rectangular writing area. To the left of the writing area, there is a vertical list of three boxes: 'Knowledge and skills', 'Learning Activities', and 'Organize & Support'. A pencil icon is positioned above the writing area, and a curved line connects the bottom of the list to the bottom of the writing area.

After you have written your “Present the Content,” use this self-check to make sure you have included all of the steps.

Self-Check

- I organized the presentation of the content to provide explicit information and included models and explanations.
- I have structured the examples, non-examples, or models to lead students to a clear understanding of the content.
- I have included a flexible number of examples and non-examples to allow me to adjust my instruction based on student response.
- I have included appropriate instructional strategies and materials to make my lesson effective.
- I described how the activities are organized, the student grouping used, and the needed materials.

Chapter 5

Provide Practice and Feedback

Practice is the part of a lesson that allows students to acquire the knowledge as their own. Avoid creating situations that allow the students to practice the wrong behavior. If the wrong behavior is practiced, it will erase the effects of all of your careful planning.



For Your Information

What Are the Basics?

There are three types of practice: guided practice, independent practice, and judicious review. They vary in the level of support they provide to students and their timing within the instructional process.

- **Guided practice** provides opportunities for students to use the knowledge or skill with deliberate support for completion of the task.
- **Independent practice** allows students to use the skill or apply the knowledge without assistance to build speed, proficiency, and ensure retention.
- **Judicious review** is practice that is scheduled periodically in the future and links the information to appropriate lessons or future units.

Providing feedback is like coaching. You will monitor students' performance and adjust instruction based on how well they are doing at each stage of practice. Students also need to learn how to review their own products and performances and give feedback to themselves. You will want to provide feedback to students on their performance for each type of practice.

Three Types of
Practice

Guided practice is the bridge between initial instruction and independent practice. It makes sure students have sufficient experience before you ask them to use the knowledge or skill independently. As you monitor progress and give students feedback, you will be able to make judgments about the level of guidance needed for further practice.

Ways to provide guided practice include

- partial answers or reminders and hints
- materials with easier problems or more obvious examples
- materials with visual prompts such as color or style (e.g., bold or italics)
- graphics or other icons to guide the students to complete the task



Coaching students through the steps in the learning process, guiding and correcting as you go, prevents students from practicing incorrect responses. Frequent and immediate feedback and guidance will also keep the students engaged in the learning process and help them become self-directed learners.

Ways to provide feedback include

- using buddy checks
- reviewing work as a class
- discussing work with individual students
- circulating among students to spot check seatwork

Students with special learning needs may require accommodations during practice activities, just as they do in the learning activities. The same types of accommodations are useful in practice activities, and you may be able to adjust the practice to incorporate the accommodations needed by students in your class.

Independent practice is used when students no longer need your support. It is a critical step for mastering the objective. It allows the students to practice the skill or apply the knowledge successfully on their own before they are tested. The independent practice requires students to perform the skill the way it was taught and will be assessed.

The nature of the practice activity, including its length and complexity, will vary with the content being taught. For example, the lesson on the Food Guide Pyramid asked students to categorize food according to the components. The independent practice activity has the students complete a similar activity with new examples of food. You should not design the practice to have students identify foods for meals like breakfast, lunch, or dinner, because the activities are not directly aligned and you have added another level of complexity to the task.



Review how well your students are performing on the practice exercises and make instructional decisions to adjust for more or less practice. You may also decide if students need reteaching or extension activities.

Judicious review provides a structure for students to recall or apply information that has been taught. It also extends the content of the lesson as you think about lessons or units that will be taught in the future. Identify lessons that naturally link to the current one. Build periodic skill checks or review activities into future lessons or units.

Judicious review can be provided by

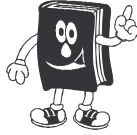
- arranging a skill review several days or weeks after you have finished the lesson
- asking students to use knowledge from the lesson just before you start a lesson on a related topic
- conducting a check of student knowledge or skill within the context of a lesson that builds on the knowledge or skill

Why Is It Important?

No matter how great your instruction is, it would be unrealistic to expect that all students will move from your content presentation to using the knowledge and skill without error. The movement from the lesson presentation through the various levels of practice presents a logical sequence of support for student learning. Practice actively engages students in the process of learning and leads them to retain and apply the knowledge or skill. Students will not achieve mastery of the objective without sufficient opportunities to practice.

Judicious
Review

Practice
Engages
Students



Case in Point

Scenario

Parts of the lesson on comparing and contrasting physical characteristics of plant structures have been developed. See summaries below.

Lesson Plan
Components

1 Write the Objective	→	<i>Given live examples of five types of plants, the student will compare and contrast physical characteristics of five of six plant structures (roots, stems, leaves, flowers, fruits, and seeds).</i>
2 Introduce the Lesson	→	<i>Students observe plants in the school environment, hear the objective, and review previous knowledge of plants.</i>
3 Present the Content	→	<i>The teacher presents a mini-lecture on physical characteristics of plant structures. The teacher shows students how to observe plants and record findings; then how to compare and contrast the physical characteristics of their structures.</i>

Guided Practice

Provide Practice and Feedback

What do the students need to practice to attain the objective? What type of support or guidance can be used to lead students to correctly practice the skill?

4 Practice & Feedback	→	<i>The teacher divides the class into groups of four, giving each group two actual plant samples. The teacher provides a copy of the worksheet that lists the physical characteristics of plant structures with columns to note how the plant samples are alike and different. The students work in groups to complete the worksheet. Students are encouraged to use the note-taking guide completed during the mini-lecture for reference. The teacher observes groups and provides feedback while students are completing the worksheet. She conducts a review with each group of students and gives specific feedback. The teacher prepares to add more plant samples to the activity if students need additional practice. She debriefs the activity with the whole class.</i>
Guided Practice	→	

Explanation: The teacher has aligned the practice with the objective and “Present the Content” by asking the students to

practice observing characteristics of additional plant samples and then comparing and contrasting them. The students will practice what the teacher demonstrated using new plant samples. The teacher also provided a worksheet to help students organize their responses so that the comparisons and contrasts could be easily identified. The worksheet for guided practice is scaffolded by labeling the plant structures with descriptive subheadings to remind students of the possible choices for each structure.

Will the students be ready to practice without support? What tools, if any, do the students need to practice independently? How will you provide feedback to students on their performance?

Independent Practice

4 Practice & Feedback	

Using a copy of the independent practice worksheet (see example on page 56), the students identify five plants growing at their home or neighborhood, record characteristics of plant structures, and compare and contrast the plants. The teacher reviews the table completed for homework and provides feedback to students. She arranges for a specific discussion for students who may need additional practice.

Explanation: The independent practice requires the students to continue to observe characteristics of plant structures and compare and contrast them. The students will use a worksheet to record their work, with the subheadings removed. Some students may need to continue using the scaffolded worksheet. The new plant samples will come from the students' own environments. The teacher has structured a class review and discussions with individual students as a means to monitor and provide feedback on student work.

Where will you incorporate future skill reviews and check-ups?

Judicious Review

4 Practice & Feedback	

The teacher reviews this concept in at least one additional lesson within the unit on plants. She surveys units for the remainder of the course and notes places to incorporate a review of these skills.

Explanation: You must schedule periodic reviews in the future and link the information to any appropriate lessons or units to come. The teacher has planned another review in the current unit and has scanned the course for other appropriate linkages.

Summary

In summary, **guided practice** is provided when students work in pairs to compare and contrast two plant samples using their notes and a worksheet as an organizer, with feedback from the teacher while they are working. **Independent practice** provides an opportunity for the students to compare and contrast plants from their home environments. **Judicious review** will be incorporated into additional lessons in the unit.

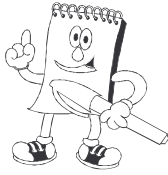
**Guided Practice
Compare and Contrast Worksheet**

Characteristics of Plant Structures	Plant 1 Name:	Plant 2 Name:	Plant 3 Name:	Plant 4 Name:	Plant 5 Name:
Roots • Fibrous • Taproot					
Stems • Herbaceous • Woody					
Leaves • Simple • Compound					
Flowers • Perfect • Imperfect					
Seeds					
Fruit					
Comparison: (alike)					
Contrast: (different)					
Summary:					

Example of
Guided
Practice
Worksheet

Example of
Independent
Practice
Worksheet

Independent Practice Compare and Contrast Worksheet					
Characteristics of Plant Structures	Plant 1 Name:	Plant 2 Name:	Plant 3 Name:	Plant 4 Name:	Plant 5 Name:
Roots					
Stems					
Leaves					
Flowers					
Seeds					
Fruit					
Comparison:					
Contrast:					
Summary:					



Give It a Try

Scenario

You are ready to build practice activities for the lesson on recognizing adjectives. The work from previous “Give It a Try” sections may be similar to the summaries below. You may also want to review your work from those sections as you plan the practice activities.

1 Write the Objective	→ <i>Given a two-paragraph passage with 10 adjectives, students will circle the adjectives with 90% accuracy.</i>
2 Introduce Lesson	→ <i>Students work in pairs to identify adjectives, hear objective, and review lesson on nouns.</i>
3 Present the Content	→ <i>The teacher gives the definition of an adjective, reads passages and identifies adjectives, and demonstrates how to use the definition to check their work.</i>

Align Practice Activities with What Has Been Taught

Provide Practice and Feedback

Design a guided practice activity that will let the students demonstrate their new knowledge and skills. Provide enough structure so they will practice correctly.

Guided Practice



Hints:

- How is the practice aligned to the lesson objective and instruction that was provided?
- What type of support or guidance will the students need to correctly practice the skill?
- How have you included an effective instructional practice that supports student practice?

Independent
Practice

Possibilities: Your practice may be as simple as *using a new passage from the science textbook for students to identify the adjectives*. Other sources of reading passages include *newspapers, magazines, student-written stories, or journals*. Use the “Think-Pair-Share” strategy to discuss the adjectives found in passages. This level of practice should have some support for students as they work. The support could be in the form of having students *check their responses against the definition of an adjective; work in groups and discuss their adjective selections; work through a passage with students reading silently, then identify the adjectives and check their selections by group response; or find adjectives in phrases, in simple sentences, in complex sentences, and finally in passages*.

Develop an activity that allows the student to practice the skill or apply the concept without assistance. This activity should be similar to what students will need to do in the assessment.



Hints:

- Have you provided instructions that allow the students to understand and complete the task without assistance?
- Have you included new examples or problems?
- Have you aligned the independent practice with the instruction and assessments?
- What is your plan for providing student feedback on their performance of the activity?

Possibilities: Your source of practice material could be any of those listed under guided practice, but should be a *new passage*. You could provide students with *copies to mark on* or ask students to *list the adjectives they find*. The independent practice could be *done in class, at the library, or at home*. You could provide feedback to students by *checking papers, conducting an activity to compare their lists to the definition of an adjective, or discussing the activity with individual students*.

Finally, note how you will schedule and conduct additional skill reviews over time.



Hints:

- Have you decided when and how you will conduct the judicious review?
- Have you located any future lessons or units that have a conceptual or logical link to this activity where you could incorporate a brief review?

Possibilities: A plan for judicious review includes periodic practice of the skill and linking information to new knowledge and skills. Possible places to insert future practice are *lessons in the same unit, an end of the unit review, or future units that also incorporate descriptive words such as composition, writing paragraphs, or poetry.*

The “Provide Practice and Feedback” section you designed could be similar to the one below.

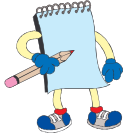
4 Practice & Feedback

1. Guided practice—Have students work in pairs to identify adjectives in another pre-selected passage. Instruct students to list the adjectives on a worksheet that prompts them to use the definition strategy, asking them to check whether each word describes a person, place, or thing. Monitor the work of the student pairs, noting the accuracy for identifying adjectives and whether they used the definition strategy correctly. Adjust the number of practice opportunities by having additional passages available, including some at lower reading levels for students who may need this accommodation.

2. Independent practice—Direct students to identify one paragraph from three new passages and list the adjectives from each paragraph. Ask students to exchange work with a partner who will use the definition strategy to make sure each listed word is an adjective and mark any words that don't match the definition. Do a quick review of the papers to identify students who may need reteaching, additional practice, or extension activities.


Sample Provide
Practice and
Feedback
(continued)

3. *Judicious review*—*Plan a quick adjective recognition activity at the end of each lesson on parts of speech. Incorporate a refresher practice for all parts of speech in the unit on writing paragraphs.*



On Your Own

Continue your work from the lesson in previous “On Your Own” sections. Review the plans you have made so far to design “Provide Practice and Feedback” activities. Record your work in the space below or on the form provided on page 99. If you want to remind yourself of the directions for “Provide Practice and Feedback,” review “For Your Information” in this chapter.



4	Practice & Feedback
	Guided Practice
	Independent Practice
	Judicious Review

After you have developed your “Provide Practice and Feedback,” use this self-check to make sure you have included all of the steps.

- I have aligned the practice activities to the lesson objective and instruction.
- I have included new examples and problems in the practice activities.
- I have provided support and guidance for students to correctly practice the skill or apply the concept.
- I have included appropriate strategies, such as a conspicuous strategies or scaffolding, in the guided practice activities.
- I have designed the guided practice to allow the students to become proficient in the knowledge or skill before moving to independent practice.

Self-Check

- I have a plan to provide students feedback on their performance on the practice activities.
- My plan includes decision points about when to use extension and additional reteaching activities.
- I have decided when to conduct future reviews on this lesson content.

Chapter 6 Summarize the Lesson

The next step in lesson planning is to prepare to summarize your lesson. This is a very short step in the process and is easy to overlook. Summarizing helps students recall the objective and what was covered in the lesson. It also brings closure to the instruction.



For Your Information

What Are the Basics?

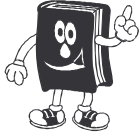
The **lesson summary** is a brief overview of the knowledge and skills taught and the learning activities. Think of the summary as a post-organizer for the lesson. It serves as a tool to tie everything together. It reminds students of how the information relates to knowledge and skills they have previously learned and gives a preview of how the concept fits into what they will learn next. The summary format should fit the lesson topic. You may want to include a direct restatement of the lesson components or engage students in a discussion about the knowledge and skills learned.

For the Food Guide Pyramid lesson, a summary would remind students that the objective of the lesson was to get very good at sorting foods into the categories of the Pyramid. Remind them that they learned how to sort pictures of food using the Food Guide Pyramid and then practiced sorting foods into groups. As a result, the students have learned how to use the Food Guide Pyramid to help plan a nutritious diet.

Reinforce
Student
Learning

Why Is It Important?

The summary brings closure to the lesson. The purpose is to reinforce what students learn in the lesson and make the connections to past and future knowledge and skills. It provides one more mechanism to structure student learning to ensure that students have a firm grasp of the core knowledge and skills in the lesson.



Case in Point

Scenario

Most of the lesson on comparing and contrasting physical characteristics of plant structures has been written. See the summary below.

1 Write the Objective	→	<i>Given live examples of five types of plants, the student will compare and contrast physical characteristics of five of six plant structures (roots, stems, leaves, flowers, fruits, and seeds).</i>
2 Introduce the Lesson	→	<i>Students observe plants in the school environment, hear the objective, and review previous knowledge of plants.</i>
3 Present the Content	→	<i>The teacher presents a mini-lecture on physical characteristics of plant structures. The teacher shows students how to observe plants and record findings, then how to compare and contrast the physical characteristics of their structures.</i>
4 Practice & Feedback	→	<i>Students work in pairs with two plant samples and then individually compare and contrast five samples at home.</i>

Lesson Plan
Components

Summarize the Lesson

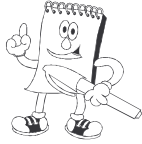
How will students be reminded of the lesson objective? How will the lesson activities and the link to previous and future activities be described?

5 Summarize the Lesson	→	<i>The teacher writes the lesson objective on the chalkboard and reads it together with the class. She asks the students if they are now able to compare and contrast physical characteristics of plant structures. The teacher explains that they will know if they have met the mastery level after the assessment. She reminds students of the mini-lecture and group work that helped them learn this knowledge. She also reminds them of the previous lessons in the unit when they learned about plant growth. She tells them the next lesson will focus on how plants reproduce.</i>
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Tie the
Lesson
Together

Explanation: The point of the summary is to tie the parts of the lesson together for the students. The example includes a direct restatement of the objective, a review of what happened during the lesson, and a reminder to students of how the lesson connects to past and future lessons.

In summary, the lesson should end with a review of the objective and a reminder of how the activities led to meeting that objective. It is a great opportunity to make sure students understand the connections in the content they are learning.



Give It a Try

Scenario

You are ready to summarize the lesson on recognizing adjectives. You may want to review your own work in the previous “Give It a Try” sections or use the synopsis provided below. Decide how to summarize this lesson.

1	Write the Objective	→	<i>Given a two-paragraph passage with 10 adjectives, students will circle the adjectives with 90% accuracy.</i>
2	Introduce the Lesson	→	<i>Students work in pairs to identify adjectives, hear objective, and review lesson on nouns.</i>
3	Present the Content	→	<i>The teacher gives the definition of an adjective, reads passages and identifies adjectives, and demonstrates how to use the definition to check their work.</i>
4	Practice & Feedback	→	<i>Students work in pairs, identify adjectives in a passage and use the definition as a self-check. Students independently identify adjectives in three more passages, then exchange work with a partner for checking.</i>

Previous Examples

Summarize the Lesson

Write a summary to give an overview of the lesson.



Summarize Lesson Components

Hints:

- Did you remind the students of the lesson objective?
- Did you summarize what happened in the lesson?
- Did you remind students how the lesson links to previous and future lessons?

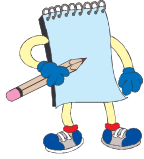
Possibilities: Reviewing the lesson is usually a simple, direct activity. You could have provided a *direct restatement of the objective and summary of activities*. Another choice could be to have a *student read the objective and let students discuss the lesson activities and what they learned*.

The “Summarize the Lesson” you wrote may look similar to this.

Sample
Summary

5 Summarize
the Lesson →

Restate the lesson objective. Provide the definition of an adjective and remind students how they located adjectives in passages and used the definition strategy to double-check them. Tell students that they now know about nouns, words that name things, and adjectives, words that describe things. Let students know that they will learn about verbs, words that show action, in the next lesson.



On Your Own

Now write a lesson summary on your own. Review the work you completed in “On Your Own” sections in previous chapters. Record your work in the space below or on the form provided on page 99. If you want to remind yourself of the procedures for developing a summary, review “For Your Information” in this chapter.



5 Summarize the Lesson



After you have written the summary, use this self-check to make sure you have included all of the steps.

- I reviewed the lesson objective.
- I reminded students of what they learned in the lesson activities.
- I reminded the students how the lesson links to previous and future lessons.

Self-Check

Chapter 7

Assess Student Learning

You are now at the final stage in which you design the procedure you will use to assess how well your students learned the knowledge or skill. It is critical that you include assessment in your plan. Even though students have had many opportunities to practice their new knowledge and skills, a final assessment is necessary. Make sure your assessment aligns with the action, conditions, and mastery level in your lesson objective.



For Your Information

What Are the Basics?

Assessment is the process you use to gather information and make decisions about how well your students have learned the skill or concept in your lesson. To design an assessment you must

- determine the assessment procedures
- decide how to judge the performance

The assessment should reflect the knowledge and skill described in the objective and mirror the way it was taught and practiced. In other words, your assessment should align with your objective and the learning and practice activities. When students have practiced the skill correctly and are prepared to show you what they know, the assessment will be a natural part of the learning process. Pay careful attention to alignment when you use traditional assessment strategies or performance assessment. Make sure students are aware of what they will have to be able to do. For example, since the objective and activities for the Food Guide Pyramid lesson focused on students sorting food pictures into

Decide How to
Assess Learning
and Judge the
Performance

Determine the
Assessment
Procedures

categories, the assessment could be the same type of activity using different food pictures.

There are a variety of procedures that can be used to conduct classroom assessments (Beech, 1997). The lesson objective should lead you naturally to possibilities. The traditional formats used for testing knowledge or understanding of knowledge and skills include multiple-choice, fill-in-the-blank and sentence completion, short answer, and essay items. Performance assessments are another way for assessing knowledge and complex skills. Performance assessments may include

- producing a product or demonstration
- using a problem-solving procedure
- completing a set of activities that show the student has learned the skill

Portfolio assessment that samples student work over time can also be used to assess complex skills. Select the type of evaluation that will allow the students to demonstrate what they have learned or can do and that they have mastered the lesson objective.

Decide How
to Judge the
Performance

An important step in designing an assessment is to decide how you will **judge** or evaluate your students' **performance**. Your lesson objective will give you the mastery level. However, you may need to develop a response key, rubric, or other tool to help you evaluate student performance. A list of required items or expected responses promotes consistency as you judge student responses.

Some of your students may need accommodations for assessments to help them demonstrate what they know. Assessment accommodations for students with special needs should usually match the types of accommodations the student needs during instruction. Accommodations fall into four basic types.

- changes in the presentation format for the assessment (e.g., read the test items to the student, unless the assessment is a test of reading skills)
- changes in the response mode (e.g., let the student write on the test itself instead of writing on an answer sheet, let the student dictate the response rather than write it)
- changes in the assessment schedule (e.g., let the student have additional time, break the assessment into small sections)
- changes to the setting (e.g., let the student take the assessment in another room where there are no distractions)

Accommodations only change how the student will demonstrate what has been learned, not the content. Remember that the accommodations

for testing will be documented on the student's IEP, Section 504 plan, or individual Limited English Proficient (LEP) student plan.

Think about how you will use the results as you design the assessment process. Possible ways to use results include

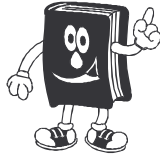
- document whether or not students have learned the skill
- identify students' learning needs for reteaching or additional practice
- communicate to students about how well they learned the content
- communicate with parents about student performance
- incorporate into cumulative grade calculation for the grading period
- determine the overall effectiveness of the lesson

Why Is It Important?

Aligning the assessment procedures with the learning objective and activities maintains the focus of the lesson. It will make it easier to communicate with students about expectations for the lesson.

The assessment gives you data about how well your students learned and how effective your lesson was in helping students reach the objective. This data can be used to provide information about changes that can be made to strengthen your lesson. It will also provide information about skill areas in need of further instruction and practice for individual students.

Assessment
Tells How Well
the Students
Learned



Case in Point

Scenario

Below are the summaries of the lesson components for providing instruction on comparing and contrasting physical characteristics of plant structures.

Lesson Plan Components

1 Write the Objective

Given live examples of five types of plants, the student will compare and contrast physical characteristics of five of six plant structures (roots, stems, leaves, flowers, fruits, and seeds).

2 Introduce the Lesson

Students observe plants in the school environment, hear the objective, and review previous knowledge of plants.

3 Present the Content

The teacher presents a mini-lecture on physical characteristics of plant structures. The teacher shows students how to observe plants and record findings, then how to compare and contrast the physical characteristics of their structures.

4 Practice & Feedback

Students work in pairs with two plant samples and then individually compare and contrast five samples at home.

5 Summarize the Lesson

The teacher reviews the objective and lesson activities.

Determine the Assessment Procedures

Assess Student Learning

What is the action and condition in the objective for the lesson? How did the students learn and practice the knowledge or skill in other parts of the lesson? What type of assessment can be used effectively for this knowledge or skill? Are there accommodations that can be built into the assessment?

6 Assess Learning

Procedures

Determine the procedures—The teacher sets up five stations with a real plant at each station. These are not the same plants used in the guided practice. The students are divided into five groups to move through the stations. The teacher tells students they are to observe the plants at each station and use the compare and contrast worksheet (see page 56) to write observations of characteristics of each plant structure. Then they should return to their desks to complete the comparison and contrast of the physical characteristics of plants. She tells students they can revisit stations as needed. The teacher reminds students that they will need to correctly compare and contrast at least five of the plant structures in order to master the objective. Students complete this activity independently. The teacher cautions students not to copy notes from one another as they move through the stations.

Accommodations—The teacher has determined that two students typically need assistance in organizing their responses to complex tasks. Using the same compare and contrast worksheet form used in the practice and assessment activity will be adequate for these students. However, there is one student who is easily distracted while completing written assignments. The teacher will allow her to complete the written contrast and comparison in a study carrel turned away from the students who may be moving around the plant samples.

Explanation: The objective of this lesson is for students to compare and contrast characteristics of five of six plant structures when given five plant samples. The students have been taught and have practiced how to observe characteristics of plant structures and then compare and contrast them. This written assessment asks the students to perform that same behavior with different plant samples. The teacher has reviewed the accommodation needs for students in her class. She has addressed the need for organization and support by using the compare and contrast worksheet in the assessment. She has adjusted the assessment setting for one student by arranging for use of a study carrel.

What type of assessment activity are you using? How will you judge if the students have performed the assessment correctly? How will you communicate and use the results?

Decide How to Judge the Performance

6 Assess Learning



Decide how to judge performance—Students will compare and contrast the physical characteristics of the plant structures they have actually observed. This is a performance assessment that includes conducting observations and writing a description. A useful tool to measure student responses is a checklist or rubric (sample provided below) that lists the points expected in the comparison and contrast for the characteristics of all the plants. In this instance, the plant structures are roots, stems, leaves, flowers, fruits, and seeds. The teacher develops a list of the descriptive characteristics of each sample plant structure that students should identify.

Sample Rubric

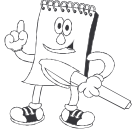
- Correctly lists observed characteristics of structures of all plants.*
- Comparison summary includes characteristics that are alike for plant structures.
- Contrast summary includes characteristics that are different for plant structures.

*Teacher makes list of physical characteristics based on actual plant samples.

The teacher reviews each student paper and completes the evaluation rubric. She makes additional comments, if needed. The papers and the completed rubric are returned to students as feedback on the assessment. The teacher has individual conversations with students who did not meet the criterion and discusses plans for helping them meet it. She reviews the class results to identify the knowledge and skills in the lesson that may need additional instruction for future use.

Explanation: This assessment asks students to perform a task and to write their response. The teacher develops a rubric that will be used to judge student responses. This will increase objectivity and accuracy in evaluating student responses. Students will receive information about their work by reviewing the completed rubric and other feedback.

In summary, the assessment **procedures** require the students to observe five real plants and compare and contrast the physical characteristics of the plant structures, using a worksheet. There is one student who needs an accommodation for the assessment and will be allowed to use a study carrel to complete the written work. The teacher set the standard for how she will **judge the performance** of the students by developing a scoring rubric.



Give It a Try

Scenario

Now complete the lesson on recognizing adjectives. Your work may be similar to the lesson components below. You may also want to review the work in previous “Give It a Try” sections.

- | | |
|------------------------|--|
| 1 Write the Objective | → <i>Given a two-paragraph passage with 10 adjectives, students will circle the adjectives with 90% accuracy.</i> |
| 2 Introduce the Lesson | → <i>Students work in pairs to identify adjectives, hear objective, and review lesson on nouns.</i> |
| 3 Present the Content | → <i>The teacher gives the definition of an adjective, reads passages and identifies adjectives, and demonstrates how to use the definition to check their work.</i> |
| 4 Practice & Feedback | → <i>Students work in pairs, identify adjectives in a passage and use the definition as a self-check. Students independently identify adjectives in three more passages, then exchange work with a partner for checking.</i> |
| 5 Summarize the Lesson | → <i>The teacher gives the definition of an adjective and reviews the lesson activities.</i> |

Assess Student Learning

Check the lesson objective, instruction, and practice you have planned. Make sure the assessment is aligned with those components.



Previous Examples

Determine the Assessment Procedures

Hints:

- What are the conditions described in the objective?
- What does the objective require students to be able to do?
- What type of procedure or activity will you use for the assessment?
- How will you address accommodations your students may need?

Possibilities: The objective requires students to circle adjectives in a two-paragraph passage containing ten adjectives. Students have practiced this action throughout the lesson. Your assessment should use a passage that was not used as a lesson example or practice exercise.

Typical accommodations may include using a *passage written at a lower reading level that meets the conditions of the objective, reading the passage with the student as the student marks the adjectives*, or allowing students with fine motor difficulties to *point to words* or *present the passage on a computer and allowing the student to click on the words*.

Decide how you will evaluate the responses and analyze the results.



Hints:

- What are possible tools to help you judge the responses to that type of assessment?
- What is the mastery level students must reach?
- How will you provide feedback to students?
- How will you use assessment results to make revisions to your instruction?
- How will you use assessment results to plan for individual student needs?

Possibilities: The nature of this objective is straightforward. You do not need an additional tool to help you judge the student work. The students are expected to identify 9 of the 10 adjectives in the

passage. You could *analyze the results of students who did not meet the mastery level by looking at the type of words that were incorrectly circled to determine if there was a pattern, such as a tendency to select the nouns or another part of speech.* The error analysis can help guide reteaching and additional practice exercises. Feedback to students can be provided through *written comments, grades, and review of the answers with the whole class.*

Your lesson assessment may include something similar to the assessment described below.

6	Assess Learning
---	-----------------

Determine the assessment procedures—Give students a two-paragraph passage containing 10 adjectives. Use multiple passages based on student reading levels. Give students verbal and written instructions to circle the adjectives they find in the passage.


Decide how to judge the performance—Students are expected to identify 9 of 10 adjectives in the passage to master the objective. Review the passages with students after the assessment. Conduct an error analysis for students who do not master the objective to guide reteaching activities.

Sample
Assess Student
Learning




On Your Own

Now write an assessment on your own. Review the lesson you have developed for “On Your Own” exercises in previous chapters. Record your work in the space below or on the form provided on page 99. If you want to remind yourself of the procedures for developing an assessment, review “For Your Information” in this chapter.



6 Assess Learning



Self-Check

After you have written your lesson assessment, use this self-check to make sure you have included all of the steps.

- I have designed the assessment to measure the action required in the lesson objective.
- I have shared the assessment expectations with the students.
- I have designed the student responses on the assessment in a similar manner to those required in the lesson instruction and practice.
- I have incorporated accommodations into the assessment or have made plans to provide them.
- I have established the procedures and determined the response requirements for judging the assessment.
- I have devised a method to provide feedback to students regarding their performance.
- I have determined how I will use the assessment results for documenting student learning and revising lesson plans.

*Chapter 8
Put the Plan
into Action*

Implement the Lesson

Good lesson plans keep you on the right track. They help you make sure all the instructional activities are aligned and organized in a way to give students the best chance for successful learning. During instruction and practice, you can use effective instructional strategies to ensure student success.

In the real world of teaching, teachers often have to make adjustments while they are providing instruction. Even the best-designed plans don't always anticipate how students will react. As you check for understanding throughout the lesson, you may need to adjust the number of examples, types of practice exercises, and other aspects of your lesson. A well-structured lesson helps make these adjustments easier because you know exactly what the final outcome should be.

With the many demands on time, including lunchroom duties, department and faculty meetings, and all the other things that make up a teacher's life, it is easy to forget to take time to reflect on the lesson and make revisions for the next time you teach it. Taking time to reflect and revise instruction is an important habit to develop. The payoff in future student performance and learning is worth the effort.

Adjust the
Lesson Based
on Student
Understanding

Reflect and Revise

Reflecting on a lesson means reviewing the information you collected about what went well with the lesson and what did not. Conducting an analysis of student performance data is also a powerful action. By looking at how well students performed on the assessment and individual activities, you will identify any knowledge or skills your students did not fully master. You can identify the areas that required additional practice to master the skill. You would then build the practice into the lesson for the next time you teach it. You can also use the information from the analysis to refine any of the lesson procedures.

Guiding Questions

You can also gain insight into your lesson by reviewing the instructional activities and assessment procedures you used. Schedule time to reflect on each component of the lesson and how the students responded. Also, think about the adjustments that you had to make as you moved through the lesson.

Here are questions that may help you with your reflection.

- Did things go as planned?
- What adjustments did you have to make?
- Were students able to do what you expected them to?
- Were the instructional strategies and materials effective?
- Were the students interested and did they enjoy what they were doing?

Using Data-Based Decisions

Once you have reflected on the student performance data and the instructional process, you can identify areas of the lesson that need revisions to improve overall student performance the next time you teach that lesson. Check the objective to make sure it focuses on the knowledge or skill in the right way and that the mastery level and conditions are appropriate for your learners. Revise instruction activities to reflect any changes you made to the objective as a result of your reflection. Align practice activities and assessments with the changes you make.

If you don't have time to complete the revisions immediately following the lesson, make some notes to remind you of the needed changes. Plan time at the end of the unit or another natural breaking point to go back and make adjustments to your plan. This should give you more confidence that the plan is based both on your knowledge and the wisdom of your experience. If you choose to share the lesson with your colleagues, you will know you are giving them a powerful plan.

A Final Word

This handbook has presented information on effective lesson planning to help you improve your instruction. The content is based on a body of research on planning effective instruction. As you become more experienced in writing lesson plans, you may not continue to write extensive descriptions of the activities. Whether you write detailed lesson plans or not, you can feel comfortable that your students are likely to achieve the expected outcomes when your lesson includes all the components of effective instruction included in this handbook.

Appendix A

Resources for Teachers

Resource List

Lesson Planning Quick Reference Guide

Accommodations Notebook Quick List

Sample Action Verb List for Objectives

Resource List

Books

Beech, Marty. (1997). *Using the Sunshine State Standards in the classroom.* Tallahassee, FL: Florida Department of Education.

This handbook is designed to support classroom assessment and identify strategies to support classroom assessment practices related to the Sunshine State Standards. It is available through the Panhandle Area Educational Consortium, 753 West Boulevard, Chipley, FL 32428; (850) 638-6131 or toll free: (877) 873-7232; website: www.paec.org

Beech, Marty. (1997). *Developing classroom assessments.* Tallahassee, FL: Florida Department of Education.

This book includes information to help teachers develop classroom assessments including written, performance, and portfolio assessments. It also addresses the concepts of validity and reliability for classroom assessments. It is available through the Panhandle Area Educational Consortium, 753 West Boulevard, Chipley, FL 32428; (850) 638-6131 or toll free: (877) 873-7232; website: www.paec.org

Beech, Marty. (1999). *Accommodations: Assisting students with disabilities, a guide for educators.* Tallahassee, FL: Florida Department of Education.

This book offers a discussion of accommodations and how they are used in instruction, how to make instruction more effective, and how to plan for accommodations. The book is designed for teachers, and is published in an easy to read format. It can be ordered or downloaded through the Clearinghouse Information Center, Florida Department of Education, (850) 488-1879; e-mail: cicbiscs@mail.doe.state.fl.us; website: <http://www.firn.edu/doe/commhome/>

Kaméenui, E. J. & Simmons, D. C. (1999). *Toward successful inclusion of students with disabilities: The architecture of instruction.* Reston, VA: The Council for Exceptional Children.

Shumm, J. S. (1999). *Adapting reading and math materials for the inclusive classroom.* Reston, VA: The Council for Exceptional Children.

Schumaker, J. & Lenz, K. (1999). *Adapting language arts, social studies, and science materials for the inclusive classroom.* Reston, VA: The Council for Exceptional Children.

These three books comprise a mini-series on adapting curricular materials. Scaffolding and conspicuous strategies are discussed and examples are provided throughout each of the three books. Kaméenui and Simmons provide an overview of effective curriculum design and provide specific examples and practice exercises for application. Shumm provides a discussion of principles for adapting materials and describes ten examples of projects that demonstrate the principles in elementary school settings. Schumaker and Lenz focus on a process of planning material adaptations and twelve examples of material adaptations specifically geared to the secondary level.

Kaméenui, E. J. & Carnine, D. W. (1998). *Effective teaching strategies that accommodate diverse learners.* Upper Saddle River, NJ: Prentice-Hall.

The introduction to this book gives a rich description of the principles of curriculum design and features of high-quality educational tools and the research base. Scaffolding and conspicuous strategies are discussed in depth with multiple examples provided. The remaining chapters of the book address principles for effective instructional strategies for specific content areas.

Reiser, R. A. & Dick, W. (1996). *Instructional planning: A guide for teachers.* Boston: Allyn & Bacon.

A systematic process for planning is described in an easy to understand format with high-quality practical examples. The discussion of using examples and models during instruction is integrated throughout the planning process described in the book.

Kareges-Bone, L. (2000). *Lesson planning: Long-range and short-range models for grades K-6.* Boston: Allyn & Bacon.

A practical demonstration of instructional planning at the year, unit, and lesson levels. Self-guided exercises and examples make the interactive nature of the planning process clear to the reader.

Training

Dealing with Differences—The goal of the workshop is to help teachers learn how to make accommodations to meet the diverse learning needs of all students, including students with disabilities. The target audience includes basic education teachers and teachers who

are new to exceptional student education. This replicable workshop was developed by the Accommodations and Modifications Project at the Center for Performance Technology, Florida State University. Training is available from the regional Florida Diagnostic and Learning Resources System (FDLRS) Associate Centers, the Florida Inclusion Network, and local Exceptional Student Education offices for each school district in Florida.

Strategic Instruction Model—Two components are key to this model: Learning Strategies and Content Enhancement Routines. Training in a variety of learning strategies is available and includes the characteristics of the specific learning strategy, how to successfully teach the learning strategy to students, and how to prompt students to use the strategy in classroom learning activities. Content Enhancement is a method of teaching a diverse group of students using strategic teaching in content subjects. They include teaching devices and routines that can easily be implemented in the instructional process with students. Content Enhancement Routines can be used to help the entire class to focus on the key elements of the content, as well as engaging individual students and promoting individual student learning. The University of Kansas, Center for Research Learning developed this model. Contact Project CENTRAL at the University of Central Florida and the regional Florida Diagnostic and Learning Resources System (FDLRS) Associate Centers for more information about training available in Florida.

Websites

Teaching Resources for Florida Exceptional Student Education

<http://cpt.fsu.edu/ese>

The Center for Performance Technology, Florida State University, in conjunction with the Florida Department of Education maintains this web site with information designed to simplify the work of teachers, school administrators, special services staff, parents, and others interested in the progress of all Florida's students. Current features include ESE Instruction Manager (a downloadable database and software for tracking student progress in ESE Course Descriptions), Life-Prep Curriculum (sample units and lessons for the Sunshine State Standards for Special Diploma with a downloadable lesson plan template), Accommodations (basic information and examples and information provided in the Dealing with Differences Training), and Glossary. Resources provide additional information on the concepts presented in this lesson plan handbook.

Florida Department of Education

<http://www.firn.edu/dae>

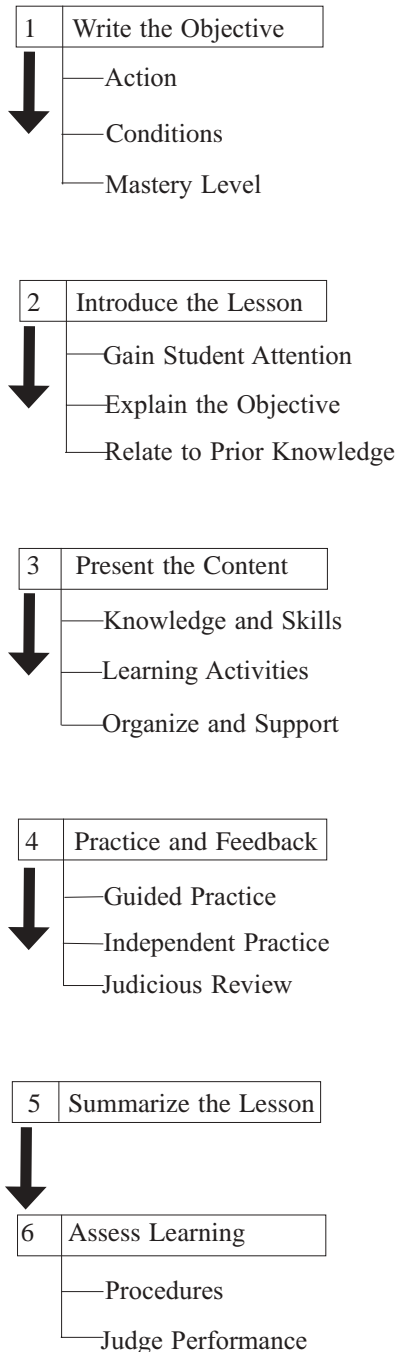
The Florida Department of Education web site has a variety of useful information for teachers. The Sunshine State Standards and Florida Course Descriptions are particularly important in lesson planning and can be found in the drop down menu on the home page.

Lesson Planning Quick Reference Guide

Designed to be clipped into lesson plan books for easy reference

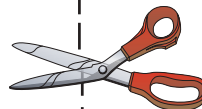


Lesson Planning Quick Check



Effective Instructional Practices

- ◆ **Scaffolding**
Support for students while they complete a task or learn knowledge or skills
- ◆ **Conspicuous strategies**
A specific set of steps to be used to complete tasks, solve problems, or follow processes
- ◆ **Examples and models**
Provide specific attributes or characteristics or a clear demonstration of how a rule or skill is applied
- ◆ **Check student understanding and learning**
Frequent monitoring of student learning with feedback and adjustment of instruction when needed
- ◆ **Reteaching and extension activities**
Reteaching is repeated opportunities for instruction and practice. Extension is an activity to allow students to expand the use of a skill or gain deeper knowledge.



Accommodations: Notebook Quick List

A general list of accommodations designed for lesson plan books

Instructional methodology and materials

- needs alternate format to obtain information—braille, large print, oral, simplified text
- needs assistance with notetaking—copy of notes, outline, notetaker
- needs concrete objects, pictures, or graphics
- needs appropriate assistive technology: _____
- needs advanced organizers or study guides
- needs adapted materials—uncluttered, fewer items, highlighted
- other: _____

Assignments and assessments

- needs to use alternate response mode—tell, draw, write, point
- needs appropriate assistive technology: _____
- needs guides or prompts for specified tasks: _____
- needs extended access to instructional resources and equipment
- needs personal assistance—teacher, aide, peer, volunteer, interpreter
- other: _____

Learning environment

- needs adapted environment—acoustical treatment, lighting, barrier-free
- needs preferential seating or study carrel
- needs individual system for behavior management
- needs to have instruction in small groups or one-to-one
- needs individual planner or assistance with organization
- other: _____

Time demands and schedules

- needs additional time to complete course or grade
- needs additional time to complete assignments and tests
- needs to have independent or group work sessions in short time segments
- needs reduction in number of required practice or assessment items
- other: _____

Communication systems

- uses Total Communication
- uses American Sign Language, Fingerspelling, or Signing Exact English
- uses augmentative communication system: _____
- needs instruction in home language other than English:
- other: _____

Source: Beech, M., McKay, J. P., Frey, N., & Ward, T. (2000). *Dealing with differences: Strategies that work! Trainer notebook*, Tallahassee, FL: Florida Department of Education.

Sample Action Verb List for Objectives

Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green.

Knowledge

define
describe
identify
label
list
name
quote
recall
show
state
tell

Comprehension

associate
contrast
describe
differentiate
discuss
distinguish
estimate
extend
interpret
predict
summarize

Application

apply
calculate
classify
complete
demonstrate
illustrate
modify
relate
show
solve

Analysis

analyze
arrange
classify
compare
divide
explain
infer
order
select
separate

Synthesis

compose
create
design
formulate
generalize
invent
modify
plan
prepare
restate

Evaluation

assess
compare
conclude
decide
discriminate
explain
judge
rank
recommend
summarize

Appendix B

Forms and Sample Lesson Plans

Lesson Plan Form

Abbreviated Lesson Plan Form

Completed Lesson Plan from Case In Point

Completed Lesson Plan from Give It A Try

Lesson Plan Form

Teacher: _____ Subject/Class: _____
Unit Name: _____ Date: _____
Lesson Title: _____

1 Write the Objective

- _____ Action
- _____ Conditions
- _____ Mastery

Large empty box for writing the objective.

2 Introduce the Lesson

- _____ Attention
- _____ Objective
- _____ Knowledge

Large empty box for introducing the lesson.

3 Present the Content

- _____ Knowledge & Skills
- _____ Learning Activities
- _____ Organization & Support

Large empty box for presenting the content.

Lesson Plan Form - page 2

4 Practice & Feedback

Guided Practice

Independent Practice

Judicious Review

5 Summarize the Lesson

Review Objective

Review Activities

6 Assess Student Learning

Procedures

Judge Performance

Accommodations

Materials and Resources

Abbreviated Lesson Plan Form

Teacher: _____ Subject/Class: _____

Unit Name: _____ Date: _____

Lesson Title: _____

1 Write the Objective

Objective:

2 Introduce the Lesson

Introduction:

3 Present the Content

Present the Content:

4 Practice & Feedback

Practice and Feedback:

5 Summarize the Lesson

Summary:

6 Assess Learning

Assessment:

Accommodations:

Materials:

Completed Lesson Plan from Case in Point

Teacher: _____ Subject/Class: Science—MJ
 Unit Name: _____ Date: _____
 Lesson Title: Comparing and Contrasting the Physical Characteristics of Plant Structures

- | | |
|---|---------------------|
| 1 | Write the Objective |
| | Action |
| | Conditions |
| | Mastery |

Given live examples of five types of plants, the student will compare and contrast physical characteristics of five of six plant structures (roots, stems, leaves, flowers, fruits, and seeds).

- | | |
|---|----------------------|
| 2 | Introduce the Lesson |
| | Attention |
| | Objective |
| | Knowledge |

Gain student attention—*The class takes a brief walking tour of the school landscape and observes the types of plants. They make notes and sketches of what they see. Upon returning to class, students make a list of what they saw. The teacher points out the physical characteristics of the plants that are the same and those that are different.*

Explain the objective—*The teacher tells the students that they should be able to look at five different plants and compare and contrast the physical characteristics of each of the plants structures (roots, stems, leaves, flowers, fruits, and seeds).*

Relate to prior knowledge—*The teacher also reminds students that they have learned about plant structures and how the environment impacts plant growth. The teacher also reminds students what it means to compare and contrast and how to use good observation skills.*

- | | |
|---|------------------------|
| 3 | Present the Content |
| | Knowledge & Skills |
| | Learning Activities |
| | Organization & Support |

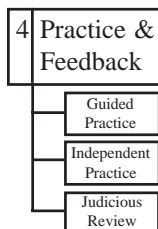
Knowledge and skills in lesson—*Students have basic information on plants and what it takes for them to grow. They do not have information on physical characteristics. The lesson content will focus on information on physical characteristics of plant structures.*

Teacher and student learning activities—*The teacher presents a mini-lecture on physical characteristics of plant structures accompanied by video or internet examples that define and illustrate characteristics of plant structures (roots, stems, leaves, flowers, fruits, and seeds). The mini-lecture also links the information to the previous lessons. The examples present pictures of each type of plant structure. Students will take notes during the lecture using the note-taking guide (example on page 42).*

Next, the teacher models making observations for a sample plant and records her observations on a transparency of physical characteristics of plant structures. (Example provided on page 55.) The teacher demonstrates the process to compare and contrast the physical characteristics she has observed.

Activity organization & support—*The mini-lecture is a whole class activity using an internet link or video. A note-taking guide provides scaffolding for students. (See example on page 42.) The second part of presenting the content is a group activity. There is a compare and contrast worksheet (see page 55) to guide and record the observations of the plant samples.*

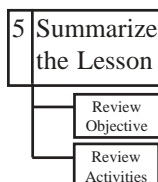
Completed Lesson Plan from Case in Point - page 2



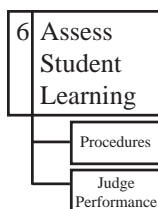
Guided practice—The teacher divides the class into groups of four, giving each group two actual plant samples. The teacher provides a copy of the worksheet that lists the physical characteristics of plant structures with columns to note how the plant samples are alike and different. The students work in groups to complete the worksheet. Students are encouraged to use the note-taking guide completed during the mini-lecture for reference. The teacher observes groups and provides feedback while students are completing the worksheet. She conducts a review with each group of students and gives specific feedback. The teacher prepares to add more plant samples to the activity if students need additional practice. She debriefs the activity with the whole class.

Independent practice—Using a copy of the independent practice worksheet (see example on page 56), the students identify five plants growing at their home or neighborhood, record characteristics of plant structures, and compare and contrast the plants. The teacher reviews the table completed for homework and provides feedback to students. She arranges for a specific discussion for students who may need additional practice.

Judicious review—The teacher reviews this concept in at least one additional lesson within the unit on plants. She surveys units for the remainder of the course and notes places to incorporate a review of these skills.



The teacher writes the lesson objective on the chalkboard and reads it together with the class. She asks the students if they are now able to compare and contrast physical characteristics of plant structures. The teacher explains that they will know if they have met the mastery level after the assessment. She reminds students of the mini-lecture and group work that helped them learn this knowledge. She also reminds them of the previous lessons in the unit when they learned about plant growth. She tells them the next lesson will focus on how plants reproduce.



Determine the procedures—The teacher sets up five stations with a real plant at each station. These are not the same plants used in the guided practice. The students are divided into five groups to move through the stations. The teacher tells students they are to observe the plants at each station and use the compare and contrast worksheet (see page 56) to write observations of characteristics of each plant structure. Then they should return to their desks to complete the comparison and contrast of the physical characteristics of plants. She tells students they can revisit stations as needed. The teacher reminds students that they will need to correctly compare and contrast at least five of the plant structures in order to master the objective. Students complete this activity independently. The teacher cautions students not to copy notes from one another as they move through the stations.

Completed Lesson Plan from Case in Point - page 3

Decide how to judge performance—Students will compare and contrast the physical characteristics of plant structures they have actually observed. This is a performance assessment that includes conducting observations and writing a description. A useful tool to measure student responses is a checklist or rubric (sample provided below) that lists the points expected in the comparison and contrast for the characteristics of all the plants. In this instance, the plant structures are roots, stems, leaves, flowers, fruits, and seeds. The teacher develops a list of the descriptive characteristics of each sample plant structure that students should identify.

Sample Rubric

- Correctly lists observed characteristics of structures of all plants.*
- Comparison summary includes characteristics that are alike for plant structures.
- Contrast summary includes characteristics that are different for plant structures.

* Teacher makes list of physical characteristics based on actual plant samples.

The teacher reviews each student paper and completes the evaluation rubric. She makes additional comments, if needed. The papers and the completed rubric are returned to students as feedback on the assessment. The teacher has individual conversations with students who did not meet the criterion and discusses plans for helping them meet it. She reviews the class results to identify the knowledge and skills in the lesson that may need additional instruction for future use.

Accommodations

Assessment: The teacher has determined that two students typically need assistance in organizing their responses to complex tasks. Using the same compare and contrast worksheet form used in the practice and assessment activity will be adequate for these students. However, there is one student who is easily distracted while completing written assignments. The teacher will allow her to complete the written contrast and comparison in a study carrel turned away from the students who may be moving around the plant samples.

Materials and resources

Plants for students to observe – pictures/real
Internet site or video
Note-taking guide
Compare and contrast worksheet

Completed Lesson Plan from Give It a Try

Teacher: _____ Subject/Class: _____
 Unit Name: _____ Date: _____
 Lesson Title: Identifying Adjectives

- | | |
|---|---------------------|
| 1 | Write the Objective |
| | Action |
| | Conditions |
| | Mastery |

Given a two-paragraph passage with 10 adjectives, students will circle the adjectives with 90% accuracy.

- | | |
|---|----------------------|
| 2 | Introduce the Lesson |
| | Attention |
| | Objective |
| | Knowledge |

Gain student attention—Give each student five cards with adjectives written on them. Ask the students to work in pairs to describe the meaning of each word and guess the word. Then have students switch roles. After all words have been identified, ask the students to tell what the words have in common. Explain that these words are called “adjectives” and they are used to describe things.

Explain the objective—Tell students that this lesson will teach them how to recognize adjectives in paragraphs that they read. They will be able to do it at least 9 out of 10 times.

Relate to prior knowledge—Remind students of the previous unit about nouns, words that name things. Now they will learn about adjectives, words that describe nouns.

- | | |
|---|------------------------|
| 3 | Present the Content |
| | Knowledge & Skills |
| | Learning Activities |
| | Organization & Support |

Knowledge and skill in lesson—Provide students with the definition and examples of an adjective and explain how adjectives are used in writing and speaking.

Teacher and student learning activities—Because the lesson focuses on recognizing adjectives in written language, choose passages from a recent reading assignment. Write the passage on the board or chart paper. Read the passage with the students and point out each adjective.

Demonstrate how to use the definition of an adjective to check each word. For instance, read the word “blue” and say, “An adjective describes a noun. Does blue describe a person, place or thing (definition of a noun)? Yes, it could describe an object, so ‘blue’ is an adjective.”

Provide multiple examples and non-examples and demonstrate how to compare the definition of an adjective with the word as a tool to self-check. Ask the students to raise their hands when they hear an adjective as you read another passage aloud. Continue giving examples until all students raise their hands each time you read an adjective. Ask the students to explain why the word is an adjective.

Activity organization and support—This is a whole group activity. Selected passages from a recent reading assignment are the materials needed for this activity.

Completed Lesson Plan from Give It a Try - page 2

4	Practice & Feedback
	Guided Practice
	Independent Practice
	Judicious Review

Guided practice—Have students work in pairs to identify adjectives in another pre-selected passage. Instruct students to list the adjectives on a worksheet that prompts them to use the definition strategy, asking them to check whether each word describes a person, place, or thing. Monitor the work of the student pairs, noting the accuracy for identifying adjectives and whether they used the definition strategy correctly. Adjust the number of practice opportunities by having additional passages available, including some at lower reading levels for students who may need this accommodation.

Independent practice—Direct students to identify one paragraph from three new passages and list the adjectives from each paragraph. Ask students to exchange work with a partner who will use the definition strategy to make sure each listed word is an adjective and mark any words that don't match the definition. Do a quick review of the papers to identify students who may need reteaching, additional practice, or extension activities.

Judicious review—Plan a quick adjective recognition activity at the end of each lesson on parts of speech. Incorporate a refresher practice for all parts of speech in the unit on writing paragraphs.

5	Summarize the Lesson
	Review Objective
	Review Activities

Restate the lesson objective. Provide the definition of an adjective and remind students how they located adjectives in passages and used the definition strategy to double-check them. Tell students that they now know about nouns, words that name things, and adjectives, words that describe things. Let students know that they will learn about verbs, words that show action, in the next lesson.

6	Assess Student Learning
	Procedures
	Judge Performance

Determine the assessment procedures—Give students a two-paragraph passage containing 10 adjectives. Use multiple passages based on student reading levels. Give students verbal and written instructions to circle the adjectives they find in the passage.

Decide how to judge the performance—Students are expected to identify 9 of 10 adjectives in the passage to master the objective. Review the passages with students after the assessment. Conduct an error analysis for students who do not master the objective to guide reteaching activities.

Accommodations

Present the content—For students who have difficulty listening, provide a copy of the passage for them to follow or use a transparency with a copy of the passage for all to follow.

Guided practice—For students who need additional practice, have other passages available, including some at lower reading levels. For students who have reading disabilities, let students work in pairs, to read aloud the passage.

Materials and resources

Cards with adjectives—5 per student

Five passages—about 200 words long—with at least ten adjectives in each passage

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