INTRODUCTION

We have reached a crucial point ED 285. You will have two weeks to complete this module. It will require you to create a lesson plan and then critique two of your fellow classmates’ lesson plans. The idea here is that you will have an opportunity to create and share lesson plans. As educators we should do our best to share lesson with fellow educators. As professionals we should be honest and ethical when “borrowing lessons”. Make sure that you always put lesson that you “borrow” into your own words. Make sure that they are adapted to your specific context or place. Make sure they are appropriate for your audience. Make sure they have all of the basic components of a strong lesson. **It is ok to steal ideas, not people’s work!!!!!**

1. Make it your own. Put it in your own words.
2. Write it in the appropriate format.
3. Adapt it to your audience and context.
4. If given to you by a colleague in the same school, make sure that they are no longer using it or be sure not to perform it on students that might take that teacher at a later date.

This is called “stealing thunder”.
Here is the template we will use for our lesson plans.

**Functional Lesson Planning**

**A) Framework:**

What my agenda, objectives, standards and purpose?

**B) Context, motivation and application:**

Somehow you must find out what students already know about the topic and relate it to their context (environment) and experiences. You must connect it to something meaningful in their lives. They must see its importance.

**C) Teacher modeling:**

Demonstrations, Expectations, Examples, Procedures, Style and enthusiasm
Show them what you want!!!!

**D) Guided practice and checking for understanding:**
What will we do together as we learn to succeed at the new task? What questions will I ask or what things should I look for to see that students understand?

E) Independent practice and activity:

What are the students expected to do to help them practice and master the objectives?

F) Assessment:

How will you know your students know the material?

G) Closure:

How will you bring all the activities to a close?

H) Materials and timeframe:

How long will this activity (each part) take? What materials will I need to have prepared in order to support this lesson fully?

Remember:
In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95% of the test questions students encounter require them to think only at the lowest possible level...the recall of information.

Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Verb examples that represent intellectual activity on each level are listed here.

1. **Knowledge**: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. **Comprehension**: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application**: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

4. **Analysis**: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

5. **Synthesis**: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

6. **Evaluation**: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.