# **Lesson Planning Template**

Use this lesson-planning template, with these guided examples, to prepare, deliver, and reflect on, your lessons.

# A. Preparing Your Lesson Plan

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| **Before you start:**   * Review course outline   + What are the learning outcome(s)?   + Think about backward design – how will you assess your students’ learning of the outcome(s)? * Prepare lesson plan (see below) * Gather materials needed for the lesson * Visit the classroom to check the technology that is available, and make sure it works |
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| **When you get to the classroom:**   * Make sure you have all of the required materials * Write key information (your name, the course code & title) on the board |
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# B. Lesson Plan

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| **1** | **Learning outcome (s)**   * Highlighting the course Learning Outcome puts the lesson into context. * Tell students/write on the board which course- and/or program-level learning outcome(s) this lesson aligns to. |
| Our Sample | From *The First Days of School* by Harry K. Wong and Rosemary Tripi Wong:  By the end of today’s session, faculty will be better prepared to “design lessons for mastery.” |
| Your Lesson |  |
| **2** | **Goal for this lesson**   * Clear goals enhance learning engagement. * Tell students what they are expected to learn and do today. * How will students know they have met this goal? |
| Our Sample | Our goal for today is for participants to leave with a well-constructed lesson plan for the first day.  We’ll be completing a lesson planning template together, and share examples of each section as they are completed. |
| Your Lesson |  |
| **3** | **Hook / Prior Knowledge**   * Building on prior knowledge supports comprehension. * What’s interesting about this topic? Why should students care? How does it connect to the real world? * Give an example from your experience; bring props or visual aids to support memory and engagement. * How does this connect to something familiar, and/or build on a previous lesson/course? |
| Our Sample | * https://lh6.googleusercontent.com/s0uqxCG9c3sUPSi-PE9mLJpaNF4kxNTNHgtd-OM3FqapXgKapsUP1k5FMSFynvayE-x3wVH3Q8YYcySsVcFYl8M9tOIrJSZGxch03oyFtXi5b0tWnnzhq7aw8se_KMdA-5iCQpUnQuotation (at left). First impressions are very important. * We would like new faculty to leave here feeling prepared for their first days and weeks of   classes, and be armed with the resources they need to be successful.   * According to Wong & Tripi-Wong, “Readiness is the primary determinant of teacher   effectiveness.” |
| Your Lesson |  |
| **4** | **Introduce New Content**   * Presenting new content in multiple ways engages more students in learning. * Define new terms. * Provide information in multiple ways (say, show, do). Using analogies and highlighting patterns supports understanding. * Experiment with different ways to introduce new material: mini-lecture, activity, readings, video, discussion, etc. |
| Our Sample | Wong & Tripi Wong list 3 Characteristics of an Effective Teacher:   * Positive Expectations * Engagement and Classroom Management * Design Lessons for Mastery |
| Your Lesson |  |
| **5** | **Practice/Activity**   * Having students do something meaningful with the new content supports motivation and memory. * Break down the steps for the activity, and have it in writing. * Check for understanding before beginning the activity. Tell students what to do if they don’t know what to do (i.e. re-read instructions, check with a classmate, ask the teacher). |
| Our Sample | Through interaction with peers and the LDS Team, participants will discover:   1. Positive Expectations    1. Ensure students know you care about their success       1. Introduce yourself (as a person)       2. Learn their names    2. Provide expectations on communication       1. How to best contact you (email?)       2. When/how office hours are conducted (online?)       3. Emphasize that they your “door” is open for questions/concerns    3. Discuss classroom expectations       1. Consistent way of submitting assignments (D2L Dropbox?)       2. Attendance expectations 2. Engagement and Classroom Management    1. Attendance/Late Arrival Policy (check with Coordinator)    2. Late submission of assignments (check with Coordinator)    3. Call phones and technology (check with Coordinator)    4. Chatting/Classroom disruptions       1. Come at it with the right attitude       2. Some canned responses to use:          * We’re all here to learn          * Respect the shared learning space          * Come see me after class    5. Ways to build community of learners    6. Understand your responsibilities       1. Academic accommodations       2. Guidelines for Professional Practice    7. FYI re: Student Services       1. Tutoring       2. Counselling       3. SR&R       4. Aboriginal Student Services       5. Accessible Education Services       6. Career Services       7. Library Services 3. Design lessons for mastery    1. Learning outcomes       1. what are they?       2. where to find them?    2. Learning Goals       1. Smaller building blocks toward course outcomes       2. for first class – expectations, overview of semester, starting to build learning community    3. Backward Design       1. “start with the end in mind” – where should students wind up by the end of this lesson/course/program?       2. road trip analogy – outcomes are destination, lesson plan is map, be prepared to reroute if necessary!    4. Lesson Planning (see template for more information on each)       1. Hook / Prior Knowledge       2. New Content       3. Practice       4. Assessment       5. Reflection    5. For first day of class:       1. Hook / Prior Knowledge – introductions (ice breakers – name some?)       2. New Content          * Setting positive expectations (see above)            1. Attendance            2. Learning community expectations (what do you need?)            3. How to access accommodations, other services          * Overview of course          * How will we use D2L?          * Assessments (what are they, how/when to submit, what if you’re late)       3. Practice       4. Assessment       5. Reflection |
| Your Lesson |  |
| **6** | **Assessment**   * Providing immediate feedback helps students stay on track and motivated. * Use Classroom Assessment Techniques (CATs) * Solicit feedback about the lesson * Have students reflect on their learning |
| Our Sample | * As we complete each section, ask participant(s) to share examples from their work |
| Your Lesson |  |
| **7** | **Closing**   * Restate the goal for the lesson and how it fits into the course outcomes. * Tell students what they did well. * Preview what will happen next time. |
| Our Sample | * Hopefully you now have a clearer idea of how you can plan lessons to support student learning and engagement. * Check out the Teaching Hub weekly email for tips, and/or contact the Learning Design & Support Team (see our contact information below) |
| Your Lesson |  |

# C. Reflection

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| **After the lesson is finished**, consider (and make some notes on)   * How it went * What you would change next time * Student questions to follow up on * What resources you might need to access * How you can use D2L to support student learning * Following up with the LDS Team ([department.flemingcollege.ca/lds](https://department.flemingcollege.ca/lds)) / Extension 1216 / [LDSTeam@flemingcollege.ca](mailto:LDSTeam@flemingcollege.ca)   Reading the Teaching Hub weekly communications from the LDS Team |
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Reference

Wong, H. & Tripi-Wong, R. (1991). *The first days of school: How to be an effective teacher.* Sunnivale, CA: Harry K. Wong Publications.