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The Lesson Plan Creation Process

What is your goal and how do you plan to achieve it?

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Preparing to Write a Lesson Plan

Knowledge of the subject is a fundamental requirement prior to writing a lesson plan.¹ It follows that you next need to know the basic form of the lesson plan. At the point where you know the subject to be taught and the lesson plan form, you are almost ready to write a lesson plan. Then, you have to have a need to write a lesson plan. It is need that will cause the mental image that will result in the creation of a lesson plan. It happens by simply thinking about what you want to achieve. It can happen anywhere and at any time. It can happen even while you are asleep. I have on many occasions awakened, knowing what needed to be done and how to do it. Some people keep paper and pen beside their bed to make notes should they awaken with thoughts they want to remember. It can also happen while you are driving. However or wherever your lesson plan begins will be acceptable and the source of your lesson plan.

Your schools requirement for lesson plan creation as well as the form of the lesson plan is critical. You need to know what your school's requirements are before writing your first lesson plan.

¹ If the students are kindergarten or pre-school, then the educator needs to obtain a knowledge of human growth and development from a prominent researcher, such as Jean Piaget.

Writing Your First Lesson Plan

Now that you have done the above, you are now ready to write your first lesson plan.

Your first lesson plan will be difficult to create and possibly so time consuming that you may question its merit. Do not despair; because parts of a lesson plan can be transferred to the next lesson plan and you will become more efficient as you write lesson plans. Shortly, they will be better and you will be able to write them with little effort.

How long will this take? The time will vary depending on many factors. However, it is reasonable to allow yourself 1-2 years for your lesson plans to reach a professional level.

Here is a sample of what a lesson plan form might look like. The one hour school requires is likely different. You should also know that lesson plans usually are a part of several lesson plans that form a set of lesson plans with a specific objective.

A. Lesson Plan Form (This is intended to be a beginning point from which you develop a form that satisfies your need.)

Date written: ___ date ___

Teacher: Stephen Lyons

Grade: __ 9th ___

Subject or unit title: ___ Algebra _____

Lesson title: ___ Number Line _____

Lesson number: 1 of 5

Lesson description: The number line and the effect of addition and subtract on the movement of a point along the number line _____

Lesson objective(s): 1) To cause the students to create a number line. 2) To cause Student(s) to understand how a point on the number line is effected by addition and Subtraction. _____

Lesson supply list: 1) paper 2) pencil 3) ruler _____

Required reading: Students are asked to read pages 25-30 in their textbook. (Require reading must be done the night before lesson begins.) _____

Student evaluation: In this case, we will ask the students to demonstrate what they learned by drawing a number line and placing points on the number line that correspond to numbers that were calculated using simple addition and subtraction equations. _____

Estimated time to complete lesson: 40 minutes

B. Write a lesson description that tells generally what the lesson is about.

Write the lesson description first in rough draft form. Later, as you develop the lesson plan, return to the description and complete it.

C. There may be several objectives.

1. First objective: _____
2. Second objective: _____
3. _____
4. _____

The objectives should be measurable and specific. Remember that an objective is the same as a goal. Consistently use one or the other label. Do not use them interchangeably.

D. Teaching method.

This is an explanation of your teaching method. It is a reflection of your educational philosophy. Once your teaching method is explained, you then cut and paste it into the next lesson plan. It remains a constant until you decide to modify it.

E. Lesson resources and supplies.

1. List background preparation you need to do prior to the lesson.

a. _____

b. _____

c. _____

2. List the activities that the student needs to complete.

a. _____

b. _____

c. _____

F. List non-reading lesson resources.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

G. Lesson preparation guide.

Create a list describing what you need to do.

1. _____

2. _____

3. _____

H. Lesson steps.

Create a list of steps that guide you and your students through the lesson.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

I. Lesson evaluation.

Create a method of determining if the lesson objectives were achieved. Include some method of determining if the student learned what was taught.

It will require that the student do something that demonstrates that the lesson objective(s) was achieved, e.g. say something, write something, take a test.

Repeat the lesson or a part of the lesson that corrects the deficiency.

J. Lesson plan evaluation.

Determine if the lesson plan needs to be changed and make needed changes that cause objective(s) to be achievement.

K. Lastly, modify the lesson plan to increase the effectiveness of the lesson.

The Lesson Plan Hierarchy

The lesson plan is the fundamental component of education planning. Multiple related lesson plans create a unit. Multiple units create a class and multiple classes create a curriculum. This is the hierarchy as seen from the bottom up. It is the educator's perspective. The administrator will see it from the opposite perspective.

Pre-testing the Students

The pre-test is best used at the beginning of a set of lessons or class rather than at the beginning of every lesson.

1. The pre-test provides a reference point for determining progress for both the educator and the student.
2. The pre-test indicates to the student what he/she knows prior to the lesson.
3. The pre-test indicates to the student what he/she will be expected to learn.
4. The pre-test is evidence that the student did not know the knowledge prior to the lesson; thus, neutralizing the declaration, "I didn't learn anything."

Needs

The success of your lesson plans is directly related to need satisfaction. The administration needs to have a specific subject content presented to the students. There is a direct relationship between this need and your paycheck. Then, there are the student's needs, the parent's needs and your needs.

If the student's elementary needs are not first met, then achievement of your lesson plan Objective(s) will be jeopardized.

Rewarding Achievement of Lesson Plan Objectives Reached or Exceeded

The purpose of learning is not to get money, toys or external recognition. These arrive later as the result of applied knowledge.

The purpose of elementary learning is:

1. To fulfill the student's need to grow by learning.
2. To fulfill the student's need to belong.
3. To fulfill the student's need to be accepted.
4. To fulfill the student's need to have a non-threatening future.
5. To fulfill the student's need to understand their environment
6. To fulfill the student's need to develop survival skills.

Maslow's Hierarchy of Needs (see appendix)

Abraham Maslow states that needs are an integral part of human existence.

Appendix

Abraham Maslow's Hierarchy of Needs

Rewarding Achievement of Lesson Plan Objectives Reached or Exceeded

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3. To fulfill the student's need to be accepted.
4. To fulfill the student's need to have a non-threatening future.
5. To fulfill the student's need to understand his/her environment.
6. To fulfill the student's need to develop survival skills.

Survival needs are universal needs that are independent of age, location or social group.

1. The need for air.
2. The need for water.
3. The need for food.
4. The need for shelter.
5. The need for clothing.
6. The need to be safe and secure.
7. The need for mobility.

Second level needs vary with age, location and social group.

1. The need to grow.
2. The need to know about sexuality and reproduction.
3. The need to belong to a family.
4. The need to belong to a group.
5. The need to be heard, accepted and understood

Third level needs vary with age, location and social group.

1. The need to learn.
2. The need to know.
3. The need to be educated.
This need, in some cases, has mutated into a need for a desired grade point average.
4. The need to explore

Fourth level needs vary with age, location and social group.

1. The need to increase stature within a group.
2. The need to nurture.
3. The need to have explanations for events beyond the individual's control.
4. The need for order.

Need level changes with need satisfaction. If you are the person with the need, you will perceive the need as important. You will want it satisfied, now. Consequently, the need will have a high priority. When you satisfy that need, a new need will take its place.

Note: If all lower level needs continue to be satisfied, then the next need will be of a higher order.

You must satisfy and keep satisfied the student's needs that are precursors to his/her need to learn. This is required before you can satisfy your need to educate.

Definitions

plan, n. 1.a A method of doing something. 2.a A detailed program of action.
"Plan always implies mental formulation and sometimes graphic representation."
- Webster's Seventh New Collegiate Dictionary

A lesson plan is a detailed program of action that contains a goal or multiple learning goals that the educator attempts to achieve. Success is determined by evaluating the student's achievement.

Note: The lesson plan development process contains a loop that results in the modification of the detailed program of action for the purpose of updating content, teaching method and optimization of the student's achievement.

Note: It is important to know that the word **objective** is synonymous with the word **goal**. You will avoid confusion by not using them interchangeably.

planning, v.t. 1.a: planning is the process of creating a method of doing something b: the process of creating a detailed program of action.

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