MANCHESTER COLLEGE
Education Department

LESSON PLAN by

Lesson:       Length

Age or Grade Intended

Academic Standard(s): These standards represent the expectations of local, state, and/or federal educators for the students for whom the objective is intended. The exact numbering and wording of the standard(s) (for grades K-12) or the preschool foundation(s) (for ages 35) should be stated. Standards can be located at www.doe.state.in.us/standards

Performance Objectives: Objectives need to be written using ABCD method. (See back of this page.)

Advanced Preparation by Teacher: Describe the preparation the teacher will need to do prior to teaching the lesson, for example, creating a worksheet, collecting specific materials, previewing a video, etc.

Procedure:
   Introduction/Motivation: Describe how the teacher will introduce the lesson. It should include a "hook" that would help motivate the students to participate.
   Step-by-Step Plan: List the steps needed to complete the lesson from start to finish. This section should be detailed enough that another teacher could read your plans and teach the lesson. Include specific questions of various types, and identify the level of the questions from Bloom's Taxonomy. Identify the intelligences from Howard Gardner's theory that are matched by this lesson.
   Closure: Explain how the lesson will be closed to ease transition to the next activity.

Adaptations/Enrichment: Include a plan for adaptations and enrichment that will address the individual needs of the students in your assigned class(es). Adaptations are for children with different abilities and challenges. Enrichment opportunities should be planned for students who have already mastered the objectives of this lesson.

Self-Reflection: After the lesson has been taught, evaluate the effectiveness of your teaching and planning. Was it successful? What would you do differently next time to improve the lesson? Include any comments that you received by an observing adult or the students you taught.
The ABCDs of Writing Objectives

AUDIENCE A behavioral objective needs to identify for whom the objective is written. Objectives m be written for individuals or for groups of students. They must clearly state who is expected to meet the objective. Tasks that the teacher must do are not behavioral objectives.

Examples: The student
Susie
The sixth grade students

BEHAVIOR A behavioral objective must state the expected student Behavior. This expected performance must be written with action verbs, or verbs that call for a measurable behavior. The reason for using action verbs is that only through directly observable or measurable behavior can the teacher assess whether the objective has been reached. There are lists of verbs from Bloom's Taxonomy that you should consult when writing behavioral objectives.

Some verbs indicate behavior that is too vague or too ambiguous or clearly not measurable. When writing behavioral objectives, you should avoid verbs that clearly represent behaviors that are not directly observable, such as appreciate, believe, comprehend, enjoy, know, learn, like, and understand.

Examples:
will total the cost of the items
will list the main character(s) from memory
will list the parts of the digestive system

CONDITION A behavioral objective needs to state the Condition - the setting or learning materials in which the behavior will be demonstrated by the student. The question is, "What will your students use to complete the learning activity?"

Examples:
given the price of 5 different items
given the titles of books by Patricia Polacco
given a word bank of 30 anatomical parts

DEGREE OF PERFORMANCE A behavioral objective must include the Degree of Performance or level of expected performance for the learning activity. This is the component that allows for the assessment of student learning. What is your criterion for expected level? Performance level is used to evaluate student achievement, and sometimes it is used to evaluate the effectiveness of the teaching. Student grades likely will be based on performance.

Examples:
9 out of 10 times accurately correctly
for 3 or more of the books with
100% accuracy

Examples: Given the price of 5 different items, the student will total the cost of the items 9 out of 10 times correctly. Given the titles of books by Patricia Polacco, Susie will list the main character(s) from memory correctly for 3 or more of the books.
Given a word bank of 30 anatomical parts, the sixth grade students will list the parts of the digestive system with 100% accuracy.

For additional help, use these references: