

Lesson 5: Key Elements of a High Quality Lesson Plan

In this lesson, participants will analyze the key elements of a high quality lesson plan.

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Introduction

One of CTE Online's key pursuits is to help teachers improve their instructional practices through developing and sharing effective models of practice as a community of professionals.

The foundation of this is the **CTE Online Lesson Plan**. Typically covering 1-2 class periods, each lesson plan provides detailed instruction for the teacher on a specific topic and is made up of a sequence of creatively prepared activities that begin with a "hook" and include multiple ways to engage students and check for understanding. Each lesson plan also includes all the necessary worksheets, video clips, presentations and other resources you need to use directly in your own classroom.

In this lesson, participants (in this case grades 7-12 academic and CTE teachers in teams of 2-4) will learn how to create a lesson plan using our lesson planner tool and use instructional design principles to include all of the components of a highly effective lesson plan.

Lesson Times

2 hours: 120 minutes

Materials and Resources

- Internet access
- Account in CTE Online (www.cteonline.org)
- Laptop computer
- Google Slides presentation: **Creating Integrated Instruction**
- Quick Guide handout: **Planning an Integrated Project**
- Video clip: **Football Hit**
- **CTE Online Lesson Planning Outline - Word Version**
- **Planning out your Lesson worksheet**
- Presentation screen
- Adhesive notes

Standards and Objectives

Standards

California's 2013 CTE Standards

- **CTE.ECDFS.C.10.3** Assess available materials and resources for quality, accuracy, relevance, and grade appropriateness
- **CTE.ECDFS.C.7.5** Use the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds and abilities to write lesson plans.
- **CTE.ECDFS.C.7.6** Practice using teaching strategies that promote student learning, critical thinking, and problem solving

Related Instructional Objectives (SWBAT...)

- Review examples of a good "hook" or "anticipatory set" activity.
- Identify the components of a highly effective lesson plan.
- Explore the components that make up a lesson plan, including the Title, Overview, Standards, Student Objectives, Activities, and Assessment
- Use the curriculum tabs to locate a lesson plan already in the site and explore the key elements that make it up.

Activities in this Lesson

What is a Hook?

Hooks / Set

Say to participants:

We are going to start off looking at the introduction to a lesson called **Signs and Symptoms of Injuries to the Brain**. It's called the "**Football Hit**," and I just want you to try and determine how this football player was injured on the field.

Watching the Video:

- Ask participants to notate as clearly as possible the "on-the-field" incident they are about to observe.
- Show the short video segment, **Football Hit**. (Most people will tend to record the event, focusing on the action of the hit, but what a professional will record is more prominently the incident AND the behaviors of the injured athlete after the incident.)
- Ask the participants to consider whether this athlete has been injured or not, and if so, what injury should we consider he has sustained.

After the Video:

- Once participants have watched the Football Hit video below and recorded their observations, have a few people share what they saw.
- Tell participants that a Sports Medicine Trainer often has to record as much as possible about how the injury occurred and behaviors witnessed in order to both assess on the spot and provide documentation to specialists afterwards to better aid the recovery and rehabilitation program.
- You might replay the video and give them a verbal description of what is significant and how it helps to identify the specific lobes of the brain most impacted. *Note specifically that the player was unable to stand and walk, but crawled, indicating momentary brain trauma.*
- Most likely, the Cerebellum was engaged in a secondary-impact against the interior of the skull as a result of the initial hit to the chest. In other words, **his actual head was not hit at all.**

Tell participants that this short activity was an activity called a "Hook" or "Anticipatory Set." CTE Online is particularly big on the use of relevant, creative "hooks" (also known as "Anticipatory Sets") to prime learning. Great hooks do the following:

- Interest the learner by evoking curiosity, surprise, or raising questions
- Access the learner's prior knowledge
- Prime the learner's brain to be ready to take in the information of the lesson

Extension

You can additionally show the short video clip **Priming and Behavior** on some interesting research done on "priming" individuals and how it affects their behavior with Malcolm Gladwell.

Resources and Materials

- [Football Hit](#)

The 5 Components of a Highly Effective Lesson

Demo / Modeling

Say to participants:

So we've covered the importance of "hooking" students into a lesson at the very start. There are actually four other key components to structuring an effective lesson plan that we utilize in CTE Online.

- Put up **slide 21** that shows these components.
- Provide participants with the handout **Creating Lesson Plans in CTE Online**.

Our lesson plans are broken down into discrete activities, following loosely the **5-part Dick & Carey instructional design method**. We ask teachers to...

- Start with an engaging “hook” that accesses prior knowledge, raises curiosity, and primes the learner;
- Introduce the **content** through some form of direct instruction;
- Encourage **learner participation** through guided or independent practice;
- Provide **feedback** to learners to help them **assess** how well they are understanding the content; and
- Generate **closure** by reviewing the lesson's content and tying it into the bigger picture or lessons to come.

Tell participants that they will now look at some actual lesson plans within CTE Online to get a feel for the structure and look of lessons created using the tools. They will also try and identify the five parts mentioned previously in the lessons we find.

Procedure

Say to participants:

- Click on the **Lesson Plans** tab to browse all of our available lesson plans.
- To find projects in a specific area, you can filter the results by **checking the box** for a specific CTE Industry or K-12 Subject and then searching again by **clicking on the magnifying lens icon**.

Show slide 22. Then say: Once you've selected a lesson plan to explore, try and identify each of the following:

- Does it start with an engaging “**hook**” that accesses prior knowledge and raises curiosity?
- Does it introduce the **content** through some form of direct instruction (a lecture, presentation, reading, etc)?
- Does it encourage **learner participation** through guided or independent practice (shop work, lab work, group activities)?
- Provide **feedback** to learners to help them assess how well they are understanding the content (quick quizzes, checking for understanding, evaluation)?
- Generate **closure** by reviewing the lesson's content and tying it into the bigger picture or lessons to come (exit ticket, discussion, introduction to tomorrow's lesson)?

Select a few other lessons to review as well, looking for these 5 components. As you explore, look for the following as well:

- Is this lesson plan part of a larger **Project or Course**? (You can find this by looking on the left side of the page for “Related Projects and Outlines.”)
- Who is the **author**? Click on their name under the title to view their profile.
- Find the **Assessment** section. This is where the teacher will provide a summary of all the ways learners were assessed throughout the lesson, including through writing samples, observations, or the use of portfolios, to name just a few. The teacher might also attach any quizzes and answer keys here as well.

Resources and Materials

- [Creating Integrated Instruction](#)
- [Help Pages - Creating Lesson Plans in CTE Online](#)

Developing your Lesson Plan

Independent Practice

Say to participants:

Now that you've seen how a CTE Online Lesson Plan is structured, it's time to create your own! Use the “**CTE Online Lesson Planning Outline - Word Version**” to write your lesson plan first before placing it in the system.

- Your goal is to have activities in your lesson that touch on each of the **five components of a highly effective lesson plan** above. (Note: You may have more or fewer activities depending on your lesson.)
- Be sure to provide enough detailed explanation for each activity so that a teacher can confidently carry out your lesson plan.
- Consider including troubleshooting advice as well from your years of experience!
- At the end of the lesson plan is an Assessment section. This is where you will provide a summary of all the ways learners were assessed throughout the lesson, including through writing samples, observations, or the use of portfolios, to name just a few.

You should also attach any quizzes, rubrics and answer keys used in the lesson.

Provide participants with the handout **Planning Your Lesson in CTE Online - Word Version**. They can use the link to open up the document in a word processing program. Or, they can use a printed copy of the PDF **Planning out your Lesson worksheet**.

Resources and Materials

- [Help Pages - Planning Your Lesson in CTE Online - Word Version](#)
- [Planning out your Lesson worksheet \(PDF\)](#)

Triple Nickel Review

Check Understanding

Participants will engage in a peer-review exercise called the “**Triple Nickel Review**.” Show **slide 23** for instructions to the group.

- Participants will share their lesson plan as completed on the handout or in a word processing program with another participant.
- They will take post-it notes and review the other person's handout, making note of questions they have and positive comments.
- Questions will go on red or orange adhesive notes; positive comments will go on blue or green adhesive notes.

Procedure

Tell participants the following:

- First five minutes: Swap handouts and review the other person's lesson.
- Second five minutes: Write out questions and positive comments for the lesson being reviewed and stick them on the lesson.
- Final five minutes: Return lesson plans and review the comments made.

When the fifteen minutes are up, provide participants 10 minutes to discuss what they found and questions they had with other participants.

Summative Assessment

Assessment Types: Demonstrations, Observations, Projects, Rubrics

Performance Task 6: Given the **Planning a Lesson Plan** handout, participants will complete each component of a highly effective lesson plan for their first lesson plan with 100% accuracy.