

Lesson Plans

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Agenda

- Purpose of Lesson Plans
- Steps for Lesson Planning
- Learner-Centered Lessons
- Lesson Plan Examples
- Resources
- Assignment



Purpose of Lesson Plans





What do you think is the purpose of lesson plans?

Think about how you would answer this question.

Purpose of Lesson Plans

- Road map for the day's instruction
- Think through the details
- Differentiated lessons
- Helps with time management
- Prepare the delivery of the lesson
- Plan for materials beyond the textbook
- Provides structure
- Provides continuity
- Provides a written record of material covered



Road Map

- Wouldn't take a trip without an idea of where you are going
- Need a clear idea of where you are starting and where you will end
- Keeps you on track
- Can take detours, but need to get back on the main road



Details

- Helps you think through the details of the lesson
 - What am I going to teach?
 - What are learners going to learn?
 - What materials will I use?
 - Who is doing the activity and what activities?
 - When will each topic be taught?
 - Why am I teaching this topic?
 - How will this be taught?
 - How will I determine mastery of the information presented?



Differentiated Lessons

- Plan instruction for individual learners or group of learners
- Keep track of instruction for individual learners or group of learners
- Helps with future planning and organization
- Very difficult to remember multiple individual learning plans



Time Management

- Helps you plan for how much materials you need
- Estimate how much time to spend on each topic
- Be flexible – not all lessons go as plan
 - Some lessons take much longer than anticipated
 - Some lessons take much less time than anticipated
 - Make adjustments, including moving part of the lesson to the next class time



Be Prepared

- Learners know you have taken the time to plan for the lesson
- You aren't winging it
- Helps you get organized
- Shows learners you care
- Shows you take teaching seriously



Beyond the Textbook

- Lessons need to be more than teaching from a textbook
- Can plan for
 - interactive activities
 - digital learning
 - individual, pair, or small group work
 - project-based learning
 - creative learning (writing a poem, acting out a play, drawing)



Structure

- Learners need structure
- Learners want to know what to expect
- Their lives are chaotic and unpredictable
- Structure provides a less stressful environment



Continuity

- Today's lesson builds on the previous lesson(s)
- Build on previously learned skills
- Guide for the next class's lesson



Written Record

- You know what you covered
- You can demonstrate to administration what you covered
- Learners may claim that you didn't teach them anything – you have proof you did
- Documentation for future reference
- Can use the same lesson plans for future classes with some tweaking



Steps for Lesson Planning



Step 1

- Previous Lesson
 - Review from last lesson the learners' progress and challenges.
 - What worked?
 - What didn't work?
 - Review unit plan, if one was created.

* Adapted from https://www.digitaspe.md.us/ged/ind/ci_item.html?--text=Maryland%20C-ontent%20center%20for%20A&id%20%20%20E-gh%20oc_the%20angu%20id%20of%20students%20at%20spec%20level



Step 2

- Objectives
 - Write objectives for the lesson.
 - Include what you want the learners to be able to do.
 - Make sure the objectives match the goals of the lesson and/or unit.



Step 3

- Skills needed
 - Technology
 - Metacognitive
 - Workplace
 - Life



Step 4

- Activities
 - Puzzles
 - Field trips
 - Videos
 - Manipulatives
 - Guest speakers

Step 5

- Write the lesson plan that include the following:
 - Lesson title
 - Objectives
 - What is the goal of the lesson? What will learners know/be able to do at the end of the lesson?
 - Materials
 - What materials will I use? Textbook, technology, manipulatives
 - Presentation
 - How will I present the information?
 - Application
 - How will the lesson be applied to employment or everyday life situations?
 - Evaluation
 - How will I evaluate their mastery of the information presented?



Learner-Centered Lessons



What is Learner-Centered Instruction?

- Less instructor talk, more learner talk
- Learner decision-making
- Learner collaboration with others
- Learner interests



What is the Difference???

Teacher Centered
ms-sueblogsspot.com

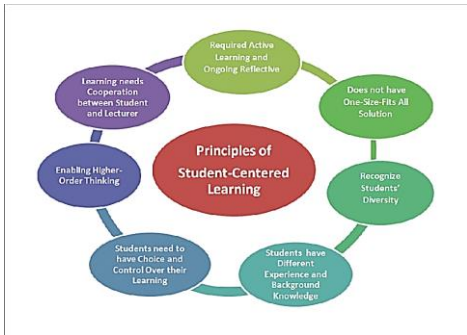
* In this diagram, learning is unidirectional. Learning is focused on the large teacher and trickles down to the small students.

Teacher-Centered Learning

Student Centered
jflanes.wordpress.com

Student Centered Learning





https://www.researchgate.net/figure/Principles-of-Student-Centered-Learning_fig2_244990105





Lesson Plan Examples





Example 1



LESSON TITLE	Identifying and Using Contractions
DURATION	~40 minutes
OBJECTIVES	<ul style="list-style-type: none"> Interpret basic contractions Identify the words represented in basic contractions Write and re-write sentences using basic contractions
MATERIALS	<ul style="list-style-type: none"> Khan Academy Video Contraction Word Cards Contraction Recording Chart Photos of Tourist Attractions/Landmarks Exit Tickets
INTRODUCTION	<ul style="list-style-type: none"> Write the word contraction and an apostrophe on the board and ask students: <ul style="list-style-type: none"> What are the different meanings of this word? In writing, when do you see this symbol?
Mini Lesson	<ul style="list-style-type: none"> Share the Khan Academy Video on contractions: https://www.khanacademy.org/humanities/grammar/punctuation-the-comma-and-the-apostrophe/apostrophe-and-contractions/v/introduction-to-contractions-the-apostrophe-punctuation-khan-academy <ul style="list-style-type: none"> Work through the 4 practice questions as a group Have students work in small groups to make a lot of as many contractions as they can think of in 3 minutes. Have groups share their responses with the class at the end of the allotted time. Discuss situations where contractions are most commonly used vs. when they are not seen as appropriate—text messages, oral conversations, informal emails to family and friends vs. research papers, cover letters, school assignments, etc.

GROUP PRACTICE*	<ul style="list-style-type: none"> Have students divide into pairs. Give each pair a set of contraction word cards. Students should work together to match the contraction with the two words that it represents. After matching the cards, students should record their contraction combinations in the chart to keep for their own notes.
INDIVIDUAL PRACTICE*	<ul style="list-style-type: none"> Give each student a photo of a different tourist attraction. Ask them to write four sentences about the photo and/or the place, with each sentence including at least two words that can be replaced with a contraction. After students finish their sentences, ask them to pass their photo and sentences to a classmate. The classmate should rewrite the four sentences, using contractions to replace any words that can be substituted with a contraction. Once everyone is finished, students can share their completed contraction sentences and photos with the class.
EVALUATION/ASSESSMENT	<ul style="list-style-type: none"> Pass out the exit ticket and give students time to respond to the questions. Use the responses to determine areas for extension or re-teaching as well as potential student groupings for future related lessons.
HOMEWORK	<ul style="list-style-type: none"> Ask students to go home and find contractions around them. Record them in a notebook—What contraction did you find? Where did you see it? What two words did it replace? Why do you think a contraction was used. During the next class, students will share their findings and notebook responses.
DIGITAL LITERACY APPLICATIONS*	<p>Asterisks note areas where digital literacy applications can be included in the lesson.</p> <ul style="list-style-type: none"> During the group practice, students could use a program like Quill to match contractions instead of physical cards. For individual practice, students could copy and paste a landmark or tourist attraction of their choice into a Google Doc, type their sentences under the photos, and email it to a partner to finish the assignment.

 **Example 2**



LESSON PLAN Sample: Mathematics	CLASS Mathematics (NRS level 3) DATE: TBD
TOPIC Introduction How? WHY? Formative Assessment?	<p>Financial Literacy – Calculating Percent of Change. Students practice Math Skills through Financial Literacy by being given an imaginary budget and items to purchase with differing percentages of tax and sales.</p> <ul style="list-style-type: none"> Point out the regular price of one of the items. Tell students it is on sale for 15% off. Ask if they know how to reduce the cost by 15%. (if not known, demonstrate) Next, tell students there is a 6% sales tax on the purchase. Have students figure the sales tax total and then the final cost of the item. Distribute Sales Flyers for grocery stores (or other stores depending on student interest. Distribute fake money (may use monopoly money).
OBJECTIVES Take Aways	<ul style="list-style-type: none"> The students will be able to use proportions, percentage equations, and other similar skills to find discounts on prices, add tax, and find the total cost for various consumer products. Students will challenge each other to spend in a budget using their knowledge of percentages and basic arithmetic

MATERIALS Resources	<ul style="list-style-type: none"> Teacher-made list or local store advertisements of current prices on a variety of food and clothing items Calculator Worksheet to record information with amount of money shown for students to "spend" If desired, cards with "sales" that can change student results on a random basis. <p><i>Prepare ahead of time:</i> Gather enough advertisements for each student in the classroom or teacher-made list of prices for food and clothing items; blank paper for students to record information, discounts, etc.; decide on an amount of money to "give" students to spend. Sample for opening lesson.</p>
TECHNOLOGY	If desired for digital literacy, this lesson could easily be adapted for "online shopping" using websites such as Amazon.com or Walmart.com. If not, and students are using copies of brochures, flyers, etc. – they will still need to have calculators to use for the lesson.

PRACTICE Small Group Individual	<ul style="list-style-type: none"> Explain the assignment to the students, and make sure each student has their spending money (they may work in pairs if desired) All food products are 15% off (or other discount), clothing is 35% off (or other discount) Tax is 6% on food and 8% on clothing (or other %) Students will begin "purchasing" items and listing them, calculating the final cost for each item Remind students of the starting amount of money and they cannot spend more than they have Throughout the class period(s) have specials and distribute coupons or special discounts students can use for a limited time only on certain products, surprise students with % mark-ups Encourage students to buy as many different products as possible, do not allow large quantity purchases of a single item Give students approximately one full class period to shop and calculate the discounts, taxes, and grand totals
ASSESSMENT Check for understanding	Collection of student results will indicate mastery of the material, however assessment should also be ongoing as the teacher works with students to be sure that all are understanding the activity or may require assistance. Authentic assessment may be revisited as students may discuss creation of budgets, shopping lists, etc. in future classes.
Homework? Follow Up?	Homework and follow up as needed to be determined by the instructor and the needs of the students.

Resources



Websites

- City College of Chicago Sample Lesson Plan - https://apps.ccc.edu/Files/ABEGED10_SampleLessonPlanandTemplate.pdf
- Family Literacy Work Related Lesson Plans - <https://ed.psu.edu/sites/default/files/inline-files/Family%20Literacy%20Work-Related%20Lesson%20Plans-1-1%205-1-13.pdf>
- Florida Institute for the Professional Development of Adult Educators - https://www.floridaipdae.org/dfiles/resources/lessons/ABE/Reading_Lesson_Plans/Comprehending_Complex_Informational_Texts.pdf
- How to Make Lesson Plans for Adult Students - <https://www.thoughtco.com/lesson-plans-for-adult-students-31633>



Websites

- Lesson Plan Template for Adult Learners - <https://trainlikeachampion.blog/create-lesson-plan-for-adults/>
- Literacy Minnesota - <https://www.literacymn.org/ged-science-curriculum> (This is free but you need to provide your information.)
- Standards-Based Lesson Plans: Model Lesson Plan Templates - <https://literacykent.edu/eureka/lessonplans/modelLPT.html>
- Thirteen EdOnline - <https://www.thirteen.org/edonline/adulted/lessons.html>



Assignment



Lesson Plan Assignment

- Create a lesson plan using one of the following as a template:
 - Lesson plan examples from the ABE Framework,
 - Lesson plan from the resources, or
 - Lesson plan template required by your program.
- The lesson plan can be any level and any topic.
- Use the lesson plan to deliver the instruction.



Questions for Follow Up - The Lesson Plan

- Reflect on these questions and come prepared to discuss at our follow-up session:
- Why did you choose the lesson plan template that you used?
- What made it difficult to use?
- What made it easy to use?
- Did it include the components listed here?
 - Lesson title
 - Objectives
 - Materials
 - Presentation
 - Application
 - Evaluation
- What did you learn from creating your lesson plan?



Questions for Follow Up – The Lesson

• Reflect on these questions and come prepared to discuss at our follow-up session:

- Was your lesson learner-centered?
 - What demonstrates it was learner-centered?
 - What could you have done to make it more learner-centered?
- How did your lesson plan help you when teaching the lesson?
- What worked well with the lesson?
- Did your lesson plan help you stay on track?
- If you went off track from your lesson, did your lesson plan help you get back on track?
- How might you revise your lesson plan for the next time?



*Thank
You*



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