

LESSON PLAN

WRITTEN BY: _____

Grade:	Date:	Time:
Subject:		Topic:

Set:	
Objectives and Purpose:	
Materials:	
Input:	
Modeling:	

Check for Understanding:	
Guided Practice:	
Independent Practice:	
Closure:	
Evaluation: Students Self	

COMPONENTS OF A LESSON PLAN

1. **Key Concept** What do you wish the students to learn about the topic?
e.g., Understand the tempo of a piece of music can get faster or slower.
2. **Objectives** This should be stated in terms of student behaviour. The objectives should focus on the concept or skill which you intend to teach. Terms such as "develop a desire," "listen," "comprehend," "understand" etc. are not sufficiently specific. One or two objectives should be the main focus for each lesson.
E.g., The student is able to identify whether tempo of selected recorded musical examples gets faster or slower.
3. **Pre-Planning** What materials do you need to prepare or what other planning do you need to do before you can teach the lesson?
4. **Materials** What materials do the students need so that they can be successfully involved in the lesson?
5. **Anticipatory Set** How will you stimulate the students so that they will want to learn what you want to teach? How will you indicate to the students what you expect them to learn?
6. **Procedure** This is the core of the lesson, the time when you TEACH what you set out to teach. The procedure should outline the STEPS you will take in the teaching process. Sample questions should be included. The students should be involved as much as possible during this phase of the lesson and should be kept aware of what they are trying to learn.
7. **Closure** Summarize/review for the students what you taught. Highlight the main points. This is not the time for testing. During this phase of the lesson, the students will often verbalize the concept.
8. **Evaluation** This may be formal (listening test with written answers) or informal carried out during the lesson as you observe the students's behaviour- using questioning techniques that illicit observable non-verbal responses from all students in the class). Regardless, the evaluation should match the objective of the lesson. At each evaluation point in the lesson (when the objective is measured) it is a good idea to have an alternative teaching strategy in mind for students who did not reach the objective the first time. Will you use a different learning modality (e.g., if the first presentation was aural, try kinesthetic). Remember that louder and slower may be of no help to students who you "missed" the first time through the lesson.

Remember:

- Tell the students the objective of the lesson
- Teach to your objective
- Evaluate to your objective

IN A NUTSHELL:

- Tell them what you are going to teach them.
- Teach them.
- Tell them what you taught them.

