

## Class 7. Lesson Plans

Class Objectives:

As a result of participating in this class students will be able to:

- apply the writing of objectives of all levels to the development of lesson plans.
- begin to apply a variety of instructional strategies to the conceptualization and writing of lesson plans.
- distinguish between well-stated and poorly stated instructional objectives.
- write a set of instructional objectives for a lesson plan.
- demonstrate an understanding of how to apply student-centered learning strategies in lesson plans.
- prepare lessons and units that use a variety of instructional strategies and skills, incorporate learning theory, Bloom's Taxonomy, learning styles, and multiple intelligences, and are appropriate to developmental levels, goals and objectives.
- design lessons with activities and learning centers that allow children to move at their own pace in acquiring important skills in all developmental areas-physical, social, emotional, and intellectual.
- use effective instructional practices.
- employ a variety of methods for assessing student learning and performance in the development of lesson plans.
- recognize fundamental social studies concepts and benchmarks, and demonstrate the ability to integrate them into lessons and thematic units.
- Investigate alternative methods for teaching Social Studies content
- demonstrate the ability to include parents and family in their classroom and develop ideas for involving the students in the community.

Fundamental issues:

What are the fundamental elements in a lesson plan?

How do lesson plan elements differ based on the pedagogical methods that you select to employ?

What are the advantages and disadvantages of different lesson plan formats?

What are the steps one should go through in the development of lesson plans?

What are the Spontaneous, Horizontal and Vertical Curriculum and how are they relevant to the teaching you will do?

When planning a lesson, what functional and elemental differences characterize lessons based on the transmission vs. the constructivist model?

How can you design and write a differentiated lesson that will be inclusive of all children's needs?

In what ways could lesson webbing assist the process of planing and lesson development?

What are Madeline Hunter's elements of lesson Design?

How might you apply Madeline Hunter's elements of lesson Design?