

Lesson Plan Essay Example Essay

Structure of the Lesson

I have broken down the lesson into timelines that focus on different activities. First, this structure will help me stay organized and focused during the lesson. Thus, I will use the lesson's allocated time sufficiently. Second, the structure will ensure the lesson contributes to the big idea of teaching the four seasons, towards which I will be working. In particular, each activity will build towards understanding the topic (Fujii, 2016). Third, the plan will help me consider, prepare and gather all the materials I will need for the lesson.

Fourth, I have structured the lesson to include both teacher and student input to foster student participation and interaction. Moreover, according to Fujii (2016), the most effective way to promote learning is to engage students actively in the process. I particular, I have included the flashcard game and the group activities that will engage the children. Additionally, this structure will help me consider the needs of all the students. For example, setting aside time for the students, to match the correct season with the correct weather individually, will help me meet their unique needs adequately. Finally, I have included a concluding session that will wrap up the lesson that will ensure the children remember what I have taught during the lesson.

The reason behind Choosing the Topic

The topic chosen is the four seasons. I have chosen this topic because it is the best topic to teach children about the passage of time and change in weather we experience during the year. The students will learn the seasons of the year and the adjectives associated with each season such as rainy for spring, hot for summer, windy for autumn, and cold for winter.

What I understand about this topic concerning my learners is that, while they may be familiar with the changes in weather during the year, they may not really know how to name each season accordingly. Additionally, the children may not know which weather condition relates to which season.

Nevertheless, this topic may present various challenges. First, the students may find it difficult to pronounce the new words. Second, they may lack the motivation to learn new vocabulary. Additionally, the topic presents disruptive students that will lower the learning opportunities for other students and even hamper my teaching. Finally, the students may find it difficult to match adjectives with seasons mostly while working individually.

The contribution of each Activity

The first activity will be warmer. This activity will connect the students to the prior lesson on colors. The students will learn to associate these colors with the seasons. The presentation stage, which is the main activity, will involve using the flashcards to present the four seasons and adjectives. Mainly, this activity will help the students learn the new vocabulary and its pronunciation. In this

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Una McGinley Sarno



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How to Plan Rigorous Instruction (Mastering the Principles of Great Teaching series) Robyn R. Jackson, 2011-01-15 If we want all our students to become better thinkers and learners we must design rigorous learning experiences that go beyond helping them simply master standards In this guide Robyn R Jackson takes you step by step through the process of planning rigorous instruction what great teachers do to ensure students have a learning destination that s worth working toward and that the path they take to get there will help them pass the big tests and become engaged learners effective problem solvers and critical thinkers Here you ll learn how to Create a rigorous unit assessment to guide your instruction and ensure standards mastery Select rigorous learning materials by examining the type of thinking you want students to engage in and the type of understanding you want them to acquire Choose rigorous instructional strategies by looking at ways to help students grasp new content and acquire new skills apply what they are learning in a meaningful way use thinking processes to synthesize new understandings and adapt these understandings to new contexts across disciplines Create a rigorous learning unit tailored to your standards and classroom content and to the students you teach

Empowering Professional Teaching in Engineering John Heywood, 2022-05-31 Each one of us has views about education how discipline should function how individuals learn how they should be motivated what intelligence is and the structures content and subjects of the curriculum Perhaps the most important beliefs that beginning teachers bring with them are their notions about what constitutes good teaching The scholarship of teaching requires that beginning teachers should examine evaluate these views in the light of knowledge currently available about the curriculum and instruction and decide their future actions on the basis of that analysis Such evaluations are best undertaken when classrooms are treated as laboratories of inquiry research where teachers establish what works best for them Two instructor centred and two learner centred philosophies of knowledge curriculum and instruction are used to discern the fundamental basic questions that engineering educators should answer in respect of their own beliefs and practice They point to a series of classroom activities that will enable them to challenge their own beliefs and at the same time affirm develop or change their philosophies of knowledge curriculum and instruction

Handbook of Research on Culturally-Aware Information Technology: Perspectives and Models Blanchard, Emmanuel G., Allard, Danièle, 2010-07-31 This book provides readers with the possibility of acquiring in depth knowledge of the theoretical and technological research conducted in IT in relation to culture Library of Congress

Social Studies for Secondary Schools Alan J. Singer, 2024-05-23 Now in its fifth edition this popular text for secondary social studies methods courses integrates discussions of educational goals and the nature of history and social studies with ideas for organizing social studies curricula units lessons projects and activities Advocating an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers it offers systematic support and open honest advice for new teachers Based in practice and experience lesson ideas and materials in the book and online are designed to help new

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DiBenedetto, 2018-07-23 This book shows how principles of self regulated learning are being implemented in secondary classrooms The 14 chapters are theoretically driven and supported by empirical research and address all common high school content areas The book comprises 29 lesson plans in English language arts natural and physical sciences social studies mathematics foreign language art music health and physical education Additionally the chapters address students with special needs technology and homework Each chapter begins with one or more lesson plans written by master teachers followed by narratives explaining how the lesson plans were implemented The chapters conclude with an analysis written by expert researchers of the self regulated learning elements in the lessons Each lesson and each analysis incorporate relevant educational standards for that area Different types of high schools in several states serve as venues This powerful new book edited by Maria K DiBenedetto provides a unique and invaluable resource for both secondary teachers and researchers committed to supporting adolescents in the development of academic self regulation Each chapter is jointly written by teachers who provide a wealth of materials including lesson plans and researchers who situate these lesson plans and academic self regulation goals within the larger work on self regulation The topics covered are far broader than any other book I have seen in terms of developing academic self regulation covering over a dozen content areas including literacy mathematics social studies the sciences and the arts Teachers and scholars alike will find this book a must read Karen Harris EdD Arizona State University A practical and magnificent blend of educational research and application This book goes

beyond presenting the findings of research on self regulation by connecting detailed strategies that align with the standards to the research DiBenedetto et al clearly illustrate how to develop self regulated learners in the classroom A refreshing must read for all secondary educators and educational researchers seeking to be well grounded in education research and practical application techniques Heather Brookman PhD Fusion Academy Park Avenue Self regulated learning is a research based process by which teachers help students realize their own role in the learning process Connecting Self Regulated Learning and Performance with Instruction Across High School Content Areas consists of model teachers lessons and analyses by prominent educational psychologists in the field of self regulated learning The book provides teachers with the tools needed to increase students awareness of learning and inspires all educators to use self regulated learning to promote engagement motivation and achievement in their students The book also provides administrators with the principles needed to infuse evidenced based self regulated learning into their curriculum and instruction I highly recommend the book Marty Richburg Northside High School From Idea to Essay Allyn & Bacon, Incorporated, 2000-08 **Curriculum**

Development, Materials Design and Methodologies: Trends and Issues (Penerbit USM) Ambigapathy Pandian, Thomas Chow Voon Foo, Shaik Abdul Malik Mohamed Ismail, This book reflects an exceptional collection of articles literature reviews and research finding primarily linked to curriculum and material development activities The book covers various aspects from the theoretical frameworks and research findings that govern curriculum and material development processes to actual classroom practices that incorporated learners needs and contexts Articles and research findings selected and presented in this book are primarily based on practicing school teachers interest In addition to its wide coverage in terms of topics and contents the book authors and contributors are from both local and abroad This is intended for university students curriculum planners teachers school administrators and teacher trainers that serve as guide for courses in language material design and curriculum and instruction *Powerful Lesson Planning* Janice

Skowron, 2006-04-28 Powerful Lesson Planning is an important book offering essential guidance in the highly complex task of lesson planning In this age of content standards and the high stakes assessment of those standards the teacher s challenge in planning for instruction is more profound than ever From the Foreword by Charlotte Danielson Revitalize your current practices expand your repertoire of approaches and improve learning for students Every teacher s goal is to create a rich instructional environment for their students and thoughtful informed lesson planning is a key element in that process Janice Skowron s jump start of a book offers novice and experienced teachers step by step essential guidance in this challenging and oftentimes highly complex task It brings into focus the decisions teachers face as they plan instruction and provides four progressively complex and nuanced models basic integrated differentiated and problem based instruction Descriptive information numerous examples and tools such as key questions planning guides and templates help educators develop proficiency in planning instruction This revised edition will Help teachers incorporate the best practices for lesson planning

Build the lesson planning skills and repertoire of new teachers Revitalize instruction for veteran teachers Strengthen teachers abilities to plan standards based lessons Help teachers focus on assessment in the initial phases of lesson planning Powerful Lesson Planning will increase teachers competence and confidence and help them master the skills needed to advance their practice and improve learning for all students *Teaching Practice: Lesson Planning* Y.K. Singh,

Teaching of Social Studies R. P. Pathak, 2012 Teaching of Social Studies is a textbook that will help the students of B Ed understand the meaning and concept of social studies The teacher educators will also get an overview of the challenges and issues in teaching Social studies in India and will get a sound knowledge of the role of social science in national integration *Reading, Thinking, and Writing About History* Chauncey Monte-Sano, Susan De La Paz, Mark Felton, 2014 Although the Common Core and C3 Framework highlight literacy and inquiry as central goals for social studies they do not offer guidelines assessments or curriculum resources This practical guide presents six research tested historical investigations along with all corresponding teaching materials and tools that have improved the historical thinking and argumentative writing of academically diverse students Each investigation integrates reading analysis planning composing and reflection into a writing process that results in an argumentative history essay Primary sources have been modified to allow struggling readers access to the material Web links to original unmodified primary sources are also provided along with other sources to extend investigations The authors include sample student essays from each investigation to illustrate the progress of two different learners and explain how to support students development Each chapter includes these helpful sections Historical Background Literacy Practices Students Will Learn How to Teach This Investigation How Might Students Respond Student Writing and Teacher Feedback Lesson Plans and Materials Book Features Integrates literacy and inquiry with core U S history topics Emphasizes argumentative writing a key requirement of the Common Core Offers explicit guidance for instruction with classroom ready materials Provides primary sources for differentiated instruction Explains a curriculum appropriate for students who struggle with reading as well as more advanced readers Models how to transition over time from more explicit instruction to teacher coaching and greater student independence The tools this book provides from graphic organizers to lesson plans to the accompanying documents demystify the writing process and offer a sequenced path toward attaining proficiency From the Foreword by Sam Wineburg co author of *Reading Like a Historian* Assuming literate practice to be at the core of history learning and historical practice the authors provide actual units of history instruction that can be immediately applied to classroom teaching These units make visible how a cognitive apprenticeship approach enhances history and historical literacy learning and ensure a supported transition to teaching history in accordance with Common Core State Standards Elizabeth Moje Arthur F Thurnau Professor School of Education University of Michigan The C3 Framework for Social Studies State Standards and the Common Core State Standards challenge students to investigate complex ideas think critically and apply knowledge in real world settings This extraordinary book provides

tried and true practical tools and step by step directions for social studies to meet these goals and prepare students for college career and civic life in the 21st century Michelle M Herczog president National Council for the Social Studies

Planning for Teaching Success Jonathan Ryan Davis, Maureen Connolly, 2025-01-21 Planning for Teaching Success 30 Practical Teaching Strategies for All School Contexts is designed for all K 12 educators pre service teachers and teacher preparation faculty This book will provide readers with accessible tools that can help them develop meaningful lesson and unit plans in efficient ways Discover step by step breakdowns of how to implement each impactful strategy as well as professional reflections from varying contributors representing two different grade levels from across the globe Education students and novice teachers can learn from the in depth descriptions of how to implement each strategy Veteran teachers will be inspired by contributing teachers professional reflection regarding why and how they utilize each strategy If you are looking for practical ideas from the field look no further this is a book designed to build your teaching toolbox with planning strategies that you will use for years to come *Building E-Portfolios Using PowerPoint* Kathleen K. Montgomery, David A. Wiley, 2008-01-24 Building E Portfolios Using PowerPoint A Guide for Educators Second Edition addresses the use of e portfolios by pre and in service educators as a self assessment tool and as a way to measure their students performance The first half of the book explains what portfolios are what makes an electronic portfolio or e portfolio superior to physical portfolios and how they should be organized The second half of the book addresses which computer programs can be used to build an e portfolio then presents detailed instructions on using Microsoft PowerPoint R to create effective visually rich portfolios The book is filled with pedagogy each chapter beginning with a conversation scenario to add relevance and meaning for the reader There are also numerous charts summaries a glossary and appendices A Student Resource CD with PowerPoint templates sample e portfolios and additional student resources is available **Self-Driven Learning** Larry Ferlazzo, 2013-09-05 In this lively research based book award winning educator Larry Ferlazzo tackles everyday classroom challenges with creative instructional techniques to help middle and high school teachers develop self motivated and high achieving students The practical tips online resources and mini lessons in this book encourage students to take charge of their own learning boosting their success in and outside of the classroom Detailed lesson plans in every chapter align with the Common Core English Language Arts Standards and cover a variety of valuable skills including Personal responsibility and perseverance Social and emotional learning Standardized test taking strategies And much more **Writing Essays in English Language and Linguistics** Neil Murray, 2012-03-01 English language and linguistics shares many of its writing conventions with those of other disciplines but there are certain features and expectations that distinguish it as a subject This book is written specifically to help undergraduate students of English language and linguistics develop the art of writing essays projects and reports Written by an author with over 30 years experience of lecturing in the subject it is a comprehensive and very readable resource and contains numerous discipline related examples practice exercises and an

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Burns,Cindy A. Strickland,2005-08-30 Further developing key ideas from the highly acclaimed original book these essays include guidelines for designing curriculum units based on the Parallel Curriculum Model

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