

Elements of a Lesson Plan
(Based on the Seven Laws of Teaching)

- I. Objectives
 - a. *A teacher must know that which he would teach.*
 - b. Lesson objectives must be clearly stated and measurable.
 - c. Other goals, such as developing an appreciation for the information is not measurable, and should not be stated as objectives.
 - d. It is helpful for some students to state the objectives at the outset of the lesson.
- II. Introduction: Making Connections and Providing Background
 - a. *A learner must attend with interest to the material to be learned.*
 - b. Arouse student interest by posing a problem, asking what they already know about a subject, and/or relating it to previous lessons.
 - c. Especially for the sake of global thinkers, provide a context for the lesson and let the students know where you are going with it.
- III. Establish a common vocabulary.
 - a. *The language used as medium between teacher and learner must be common to both.*
 - b. Find out what vocabulary the students have already and establish the vocabulary necessary to meet the lesson objectives.
 - c. Some students learn vocabulary well by memorizing definitions; others need to see the words in context. Teach vocabulary both ways.
- IV. Teach from the known to the unknown
 - a. *The lesson to be mastered must be explicable in terms of truth already know by the learner -- the unknown must be explained by means of the known.*
 - b. Find out what the students already know about the subject.
 - c. Review previous lessons related to this one.
 - d. Do not assume what the students know.
- V. Guide the students through a process of discovery.
 - a. *Teaching is arousing and using the pupil's mind to grasp the desired thought or to master the desired art. Excite and direct the self-activities of the pupil, and as a rule tell him nothing that he can learn himself.*
 - b. Guide students through a discovery process that uses what they know to discover the unknown.
 - c. Ask questions, give the students problems to solve. Give information outright only as needed to guide discovery.
 - d. Use diagrams, visual clues, verbal reasoning, maps, charts, outlines, mnemonic devices, etc., as appropriate to communicate and organize the information for students and to help them fix it in their memories.
- VI. Require students to work with the information and reproduce the lesson in some way.
 - a. *The pupil must reproduce in his own mind the truth to be learned.*

- b. Find a way for the students to rewrite, rethink, or apply the information learned. Write a summary, use it on a worksheet, draw a picture, answer comprehension questions, and apply it to other contexts.
- c. Allow time for students to reflect, (pauses, journaling), and to discuss, (ask questions, class discussion), the information.
- d. Provide practice using a new skill. Assist as necessary in guided practice, do not leave students solving problems on their own until they are ready.
- e. No matter how good your explanation of a problem-solving procedure was, there will be some students who will not be able to grasp it until they are faced with a problem they must solve. Be alert to this and be ready to assist those students as needed. Help those students to understand what needs to be done rather than merely telling them the steps to get there.
- f. Other students will be able to easily follow a problem-solving procedure, but will lack understanding of what they are doing and why. You can only discover this by talking to the students to determine what their level of understanding is.
- g. Use a variety of large group, small group and individual projects.
- h. Help students to make real-world connections with the lesson.
- i. Using Bloom's Taxonomy as a guide, plan activities that will encourage your students to higher levels of thinking and comprehension.

VII. Assessment of learning

- a. *The test and proof of teaching done must be a reviewing, rethinking, re-knowing, reproducing, and applying of the material that has been taught.*
- b. Every lesson should include an assessment of whether or not the lesson was understood and the objectives met. This can be an informal (discussion, worksheet, etc.), or formal (quiz), assessment.

VIII. Review

- a. Plan ways the objectives of this lesson will be reviewed in future lessons.