

LESSON PLANNING

WARM UP:

ANSWER IN YOUR COMPOSITION NOTEBOOK
(WRITE THE QUESTIONS)

1. What was the most **EXCITING/INTERESTING** lesson you have ever learned in school?
2. Do you think it was planned or unplanned, why or why not?

LESSON PLAN

FORMAT:

- Your lesson plans should be written in this order EVERY time.
- Even if you are not given a blank worksheet, each of these components should be present

Name: Class Period: Date:

GELDS:

Objective:

Introduction:

Procedure:

Wrap-Up:

Materials:

Evaluation:

GELDS

Review (we'll come back to this in a second)

[GELDS Introduction Video](#)

[GELDS Example Videos](#)

OBJECTIVES

These identify exactly what you expect the student to be able to do .

Objectives typically include the the phrase “The student will...”

An objective IS...

MEASUREABLE AND PROVABLE

(It is not a description of the activity you are going to do)

LEARNING OBJECTIVES (CONTINUED)

Learning objectives are really short (usually only one sentence long)

They are made of three key components:

1. The Condition
2. The Behavior
3. The Level of Performance

CONDITION

Answers the Question: What will the child be given?

- Ex. “Given a pair of scissors,” “After reading a book” “While looking in the mirror”

BEHAVIOR

Answers the question What will the child DO?

(MUST be measurable or provable so words like, LEARN, KNOW, or UNDERSTAND are not appropriate)

Action Verbs!! RUN, CUT, JUMP, MAKE, IDENTIFY

- Ex. “The child will cut” “The child will walk” “The child will identify”

LEVEL OF PERFORMANCE:

Answers the question: What degree of accuracy is expected?

Is sometimes understood rather than stated

- Ex. The child will count marbles from 1-10

The child will jump on one foot

GELDS

Georgia Early Learning Development Standards: These should guide everything you plan.

When using GELDS always use the specific indicator instead of the broad standard
(remember indicators are developmentally appropriate for specific age groups)

You can use the language of the GELDS itself when writing your learning objective, just add specific information

EXAMPLES

- ❖ The student will draw a self portrait after looking in the mirror.
- ❖ The student will sort the manipulatives into categories based on color, shape, and size.
- ❖ The student will complete the obstacle course in order to identify farm animals based on the sounds they make.

WRITE YOUR EXAMPLE

1. Go to the GELDS website
2. Choose a specific indicator for children ages 36-48 months.
3. Use the language in your indicator to write a learning objective, make sure to add a condition and level of performance (the GELDS will provide the behavior)
4. If you need example activities, be sure to look at the examples provided for your indicator.

Example:

PDM5.3a Coordinates movements to perform a task.

The student will hop and stand on one foot up to five seconds.

INTRODUCTION

Should be something that captures their attention or introduces the topic.

- Ex. Open ended questions, Books, Music, Pictures, Stories, Dress up Clothes etc.

Dr. Seuss, Introduction- I will wear a cat in the hat bow tie and have a picture of thing one and thing two on the table. I will ask the students if they know who I am?

PROCEDURE

Describe the activity STEP BY STEP.

Pretend that someone else has to teach your lesson plan, how will they know exactly what you want to teach?

Either use bulleted points or even better number the steps.

WRAP-UP

What is a FUN way to finish your lesson?

Could be a transition to the next activity

Example: Sing the clean up song while you clean up your materials,
Finish reading the book you started at the beginning

MATERIALS

List EVERYTHING you will need to complete this lesson.

This includes technology, names of books, specific websites (cited sources)

EVALUATION/REFLECTION

After you complete the lesson answer the following questions:

- ❖ What went well?
- ❖ What didn't go well?
- ❖ What could you do differently next time?
- ❖ What progress did you see the student make in relation to your learning objective
 - ❖ What was your child ABLE to do?