

# National Teacher Training Institute Lesson Plan Checklist

Rev. 5-22-07

**X means fulfilled; + means needs some work; 0 means not complete**

Author(s) \_\_\_\_\_ Lesson draft # \_\_\_\_\_

Lesson Title \_\_\_\_\_

## **Lesson Promotion and Teacher Preparation:**

\_\_\_\_\_ **Lesson Title** is catchy or descriptive and authors & school division were entered.

### \_\_\_\_\_ **Overview**

- Overview starts with topic and keywords (words teachers will likely use to search for the lesson) (One example: **Topic:** Volcanoes, volcano, plate tectonics, subduction, geologic processes, geology, processes, geologic process.)
- Clearly conveys the concepts and activities covered in the lesson in a few sentences.
- If needed, states prerequisite knowledge on part of students.
- Mentions the technology(ies) used. (One example: This lesson integrates both VHS video and video clips that were videostreamed and downloaded and the Internet into the instruction.)

### \_\_\_\_\_ **Grades**

- The grade levels for the lesson match the levels of the Virginia SOL listed under Objectives.
- \_\_\_\_\_ Is the body of the lesson developmentally grade-level appropriate for the SOLs stated?

### \_\_\_\_\_ **The Time Allotment**

- Lists the amount of lesson time needed collectively for the 3 main sections of the lesson (Introductory, Learning, and Culminating Activities).
- Lists the number of periods required and the number of minutes in a 'period'.

### \_\_\_\_\_ **Learning Objectives**

- States objectives as measurable behavioral outcomes and not as activities. (Example: The student will be able to: [verb here] [do what?] as evidenced [or measured] by [what?] [optional: with \_\_\_ % accuracy].)
- Objectives also are not too many, too few, too broad, or too specific. (3 or 4 is a good quantity.)
- Outcomes outlined in **Learning Objectives** are all met by lesson activities within the 3 main sections.
- Virginia SOLs which are addressed by written lesson objectives are identified. Do not write out the SOL. (Example: Va. SOL Science K.9)
- Lesson objectives should not restate an SOL.

### \_\_\_\_\_ **Media Components** section

- All hardware and software components used in the 3 main sections of the lesson were listed. (Caveat: Often overlooked: computer, VCR or DVD player, monitor/screen, multimedia projector)
- Used terms (bulleted) on *Media Components Section Choices* handout for all technologies.
- Videostreamed segments titles and time lengths were given
- Citations used were identified in accordance with APA standards.
- ITV series used was/were identified by series, program number, and subtitle.
- **'Other'** technologies identified by exact titles (not brand name) and technology type.
- Technology grouped together by types.

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- For websites: The content/purpose of each website used in the lesson is listed and described well enough that an alternate site can be located if needed.
- Website applications listed with 1-2 sentence description & any needed plug-ins were also listed.

### Materials and Student Handouts section

- Materials/handouts are purposeful and necessary for the lesson.
- Materials/handouts are well-designed, appealing, and error-free
- Includes quantities per student, per group of #\_of students, per class, or for the teacher (listed vertically and grouped to be easily followed).
- Titles of each handout were listed.
- If a lot of materials/handouts were used, the lesson section where they will be used is referenced.
- It was stated where needed materials that were not included can be acquired. (Gave page # and source citation (such as a textbook citation) for handouts or other materials created by someone else
- If a teacher-made PowerPoint file was used, it was referenced here
- Any teacher-made PowerPoint file was attached with this lesson.
- All handouts, worksheets, lab or instruction sheets, resources or reference materials that will be distributed to students with this lesson were attached to the lesson or the reference citation was given.
- No copyrighted material(s) was/were included.

### Teacher Preparations section

- Contains instructions for anything the teacher must prepare prior to the lesson, such as:
  - Bookmarking websites
  - Preparing materials for activities
  - Teacher previews the video
  - Teacher needs to download the video (or, if applicable, record it off air)
  - Teacher may need to reserve computer lab
  - If handouts are used, state, "Copy handouts."

## Main Body of the Lesson

### General Requirements

- At least one technology of the following was used:
  - Video (VHS tape or videostreaming)
  - Internet (used interactively)
  - Hands-on (using your technology equipment)
- Use of technology is a necessary and integral part of the lesson.
- NTTI video strategies and web strategies (if Internet was used) were incorporated.
- Higher order thinking skills encouraged throughout the 3 main sections (Introductory Activity, Learning activities, Culminating Activities).
- **All** Introductory Activity, Learning Activities, and Culminating Activities were written with FAF or FPPF and scripted

### Introductory Activity section

- Includes the "hook" to excite students about the content.
- Is scripted with FAF (or FPPF for video) for all instruction, discussion, motivation, and all activities which precede the main part of the lesson.
- Each numbered paragraph includes the **FAF** pattern of **Focus, Activity, Follow-up** (or the FPPF pattern of **Focus, Play, Pause, Follow-up** for video).
- **Follow-up** always refers back to and answers the **Focus** question

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- Where appropriate, the rationale for PAUSE points is provided; e.g. PAUSE... to predict/check comprehension/define, compare status of experiment, etc.

## Learning Activities section

- Is scripted to clearly describe teacher expectations and student responsibilities while viewing or interacting with media or activities.
- Each numbered paragraph includes the *FAF* pattern of *Focus, Activity, Follow-up* (or the FPPF pattern of *Focus, Play, Pause, Follow-up* for video).
- *Follow-up* always refers back to and answers the *Focus* question
- Audio, visual, and time cues were given for each video segment (tape or digital).
- Where appropriate, the rationale for PAUSE points is provided; e.g. PAUSE...to predict/check comprehension/define, compare status of experiment, etc.

## Culminating Activities section

- Includes activities which follow-up on images seen, ideas heard, and concepts explored in the Learning Activities section.
- All media and activities were used interactively with students with appropriate *Focus* and *Follow-up*.
- *Follow-up* always refers back to and answers the *Focus* question
- Each numbered paragraph includes the *FAF* pattern of *Focus, Activity, Follow-up* (or the FPPF pattern of *Focus, Play, Pause, Follow-up* for video).

## Assessment and Additional Lesson Ideas

### Assessment section

- Includes some method for assessing whether previously stated learning objectives have been met.

### Community Connections section

- Is descriptive and states ways that students can apply or connect lesson concepts with the “real-world” of work or everyday life.
- Includes *actions* students or classes can take to follow through on what they have learned, e.g., field trips, letter-writing, guest speakers, etc.

### Cross - Curricular Extensions section

- Is descriptive and includes a variety of interdisciplinary and/or technological approaches to the lesson topic with SOL correlation.

## Adaptations (optional section; add if needed)

\_\_\_\_\_ If applicable, add adaptations for certain grades or for special education.

## About the Author (optional for NTTI participants)

\_\_\_\_\_ Just a brief sentence.

**Another point(s) to consider:** Have you (or your partner or colleague) tried this lesson with a class? (Always enlightening; lessons become more effective when modified accordingly.)

Thank you for the hard work and careful, creative thought you’ve put into your NTTI lesson. Teachers and their students all over Virginia (and possibly the world, via the [wvpt4learning.org](http://wvpt4learning.org) website) will appreciate it!