

Lesson 4: Lesson Plan Examples

Use this example as a guide to complete your own lesson.

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So far, you've received tips and insights into what makes a strong lesson plan. Now you get to put the concepts to work by developing lesson plans for your apprenticeship.

Included are three worksheets: a WOW plan, a lesson template, and a self-assessment. You can customize them and print them out. The worksheets are designed for ten 90-minute apprenticeship sessions, but you can adjust them to fit any program.

WOW Plan: Chart Your Course

Use the WOW plan worksheet to chart the course of your apprenticeship—from the first week to the last. This worksheet helps you develop learning objectives so you can progress from one learning stage (such as modeling) to the next (such as scaffolding) until you finally get to the WOW, which is when students do a project presentation or performance.

To review the learning stages, see Lesson 2. To see examples of activities or tips for learning, see Lesson 3.

Lesson Template: Plan Your Sessions

Use the lesson template to create lesson plans for each session. The template includes two parts for preplanning and delineating your agenda. You can also use the example lesson plan as a guide to complete your own lesson.

Weekly Self-Assessment: Check Your Performance

Do you think your lesson resonated with kids? Did you feel good about the lesson outcome? Use this self-assessment worksheet to make an honest appraisal of your teaching performance. If you're working with other teachers or associates, use your results to get teaching tips and advice.

The WOW Chart

This chart explains different forms of the WOW—the end performance, presentation, or product—which students work toward during their apprenticeships.

Use this template to chart the course of your apprenticeship. For each week, list your lesson and learning objectives (based on the guided questions below). Think of one or more related activities. Also, note which stage of the apprenticeship you’re in.

WEEK	STAGE modeling, scaffolding, coaching, fading	LESSON OBJECTIVES: What do we need to get done today?	LEARNING OBJECTIVES: What will students learn today?
WEEK 1		»	»
WEEK 2		»	»
WEEK 3		»	»
WEEK 4		»	»
WEEK 5		»	»
WEEK 6		»	»
WEEK 7		»	»
WEEK 8		»	»
WEEK 9		»	»

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Lesson Plan Example

Use this example as a guide to complete your own lesson.

NAME OF APPRENTICESHIP: My Apprenticeship

NAME OF MENTOR: My Name

Part 1: Preplanning

LESSON OBJECTIVES: What do we need to get done today?

By the end of the lesson, the students will

1. Build a community of trust among apprentices, mentors, and team associates
2. Make a key decision about the apprenticeship or the WOW
3. Teach back on how to make a key decision

LEARNING OBJECTIVES: What will the students learn today?

By the end of the lesson, the students will have learned

1. What they'll get from the apprenticeship
2. What their WOW will be
3. Each student's name

VOCABULARY

What terms or concepts will you introduce in this session? Post these for the students to see.

» WOW

MATERIALS AND EQUIPMENT

What resources do you need for this lesson?

» Bring props—something for students to hold and see

AGENDA

Post it in the room for students to see.

1. Opening ritual (five minutes)
2. Review agenda and set context (five minutes)
3. Activity: Getting to Know You (fifteen minutes)
4. Activity: Exposure to WOW (twenty minutes)
5. Activity: Making a Key Decision (twenty minutes)
6. Closing and teach back (five minutes)
7. Cleanup (five minutes)

Part 2: The Plan

OPENING RITUAL

Time: five minutes

It should be tied to the focus of your apprenticeship and this session if possible.

- » For the first lesson, introduce and explain the ritual. Tell the students you will do the ritual every week.

REVIEW AGENDA AND SET CONTEXT

Time: five minutes

Provide apprentices with a visual agenda. Write it on flip-chart paper that you display in the classroom.

- » Set ground rules for the lesson and the group.
- » Go over the agenda, item by item.

ACTIVITIES

Time: fifty-five minutes

Include a demonstration, guided practice, and individual or group practice. Be sure to link to your learning objectives. Factor in a five-minute break in the middle of one activity or between two activities.

ACTIVITY

OBJECTIVE

DESCRIPTION

1: Getting to Know You

Time: fifteen minutes

To build a mutual feeling of trust among members of the classroom community.

How will you learn the students' names and interests? Try the name-association game, in which each student gives his or her name and interest after repeating the previous person's information.

2: Exposure to WOW

Time: twenty minutes

To model skills that you will teach to students through examples of excellence.

Get your students motivated by giving them an example of something exciting related to your subject matter, such as a robot (if you're an engineer) or handmade jewelry (if you're an artist). Bring in tools of the trade or show a video

3: Making a Key Decision

Time: twenty minutes

To build student ownership and to begin working toward WOW.

Allow students to choose some aspect of WOW or the apprenticeship, something the students want to create or learn about.

CLOSING AND TEACH BACK

Time: five minutes

Review what you've covered in this session, and prep students about what's coming in the next session. Test the session's effectiveness by encouraging one or several students to teach back.

- » What is the meaning of WOW?

CLEANUP

Time: five minutes

What roles can you designate for each student to build team accountability?

Lesson Plan Template

Use this template to create lesson plans for each session.

NAME OF APPRENTICESHIP: _____

NAME OF MENTOR: _____

Part 1: Preplanning

LESSON OBJECTIVES: What do we need to get done today?

By the end of the lesson, the students will

- 1.
- 2.
- 3.

LEARNING OBJECTIVES: What will the students learn today?

By the end of the lesson, the students will have learned

- 1.
- 2.
- 3.

VOCABULARY

What terms or concepts will you introduce in this session? Post these for the students to see.

MATERIALS AND EQUIPMENT

What resources do you need for this lesson?

AGENDA

Post it in the room for students to see.

1. Opening ritual (time: five minutes)
2. Review agenda and set context (time: five minutes)
3. Activity: _____ (time: _____)
4. Activity: _____ (time: _____)
5. Activity: _____ (time: _____)
6. Closing and teach back (time: five minutes)
7. Cleanup (time: five minutes)

Part 2: The Plan

OPENING RITUAL
Time: five minutes

It should be tied to the focus of your apprenticeship and this session if possible.

»

REVIEW AGENDA AND SET CONTEXT
Time: five minutes

Provide apprentices with a visual agenda. Write it on flip-chart paper that you display in the classroom.

»

»

ACTIVITIES
Time: fifty-five minutes

Include a demonstration, guided practice, and individual or group practice. Be sure to link to your learning objectives. Factor in a five-minute break in the middle of one activity or between two activities.

ACTIVITY

OBJECTIVE

DESCRIPTION

1.
Time:

»

»

2.
Time:

»

»

3.
Time:

»

»

CLOSING AND TEACH BACK
Time: five minutes

Review what you've covered in this session, and prep students about what's coming in the next session. Test the session's effectiveness by encouraging one or several students to teach back.

»

CLEANUP
Time: five minutes

What roles can you designate for each student to build team accountability?

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Mentor Weekly Self-Assessment

Use this worksheet to make an honest appraisal of your teaching performance.

YOUR NAME: _____ **CAMPUS:** _____

APPRENTICESHIP NAME: _____ **DATE:** _____

Instructions

- Place a check mark next to each of the goals you reached this week.
- Circle your level of performance in each of the areas listed:
1 = Getting there; 2 = Pretty good; 3 = Excellent; NA = Not applicable
- Upon completion, give this self-assessment to a team associate or another teacher who may be able to coach you. Or use it to see what you can do better next time.

Preparation, instruction, and collaboration goals

MY WEEKLY PREPARATION

1 **2** **3** **NA**

- I prepared this week’s lesson plan prior to the session.
- I arrived on campus before my apprenticeship block and was ready to teach.

TEACHING MY LESSON

1 **2** **3** **NA**

- My lesson made learning visual, physical, and fun.
- My lesson included opening and closing rituals.
- My lesson provided a chance to use resources associated with our apprenticeship topic.
- My lesson included opportunities to develop and practice skills and vocabulary with appropriate scaffolding and coaching.
- My lesson included opportunities to practice the new basic skills laid out in my WOW plan.
- I provided clear and meaningful roles for students in the apprenticeship.
- I provided opportunities for each student to speak publicly.
- I provided opportunities for students to work in small groups.
- I observed evidence of strong teamwork during my lesson.

WORKING WITH MY APPRENTICES

1 **2** **3** **NA**

- I learned something new about my apprentices’ lives today.
- I demonstrated my belief in the unlimited potential of my apprentices.
- I provided supportive feedback that reinforced my apprentices’ ability to learn and grow.
- I used appropriate language, including body language, with my apprentices.

WORKING ON IMPROVEMENTS

1 **2** **3** **NA**

- I incorporated feedback into my lesson plan.
- I asked for support on strategies for working effectively with the students.

OTHER OBSERVATIONS

(use the back if necessary)

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