

THE LESSON PLANNER

In your lesson plan you specify all of the instructional events that fill in and flesh out your instructional design. Your lesson plan will give you a day-to-day snapshot of what will happen in the classroom.

How to Use the Planner: For each of the steps below, click into the shaded box under each step to enter your own lesson plan. The box will expand to accommodate your entry. Save and print the completed lesson plan when you are done.

STEP 1- READY THE LEARNER

Describe how you will prepare the students for the lesson. Answer these questions:

- Have any of the characteristics previously recognized changed?
- Do any assumptions about learners need to be corrected?
- What techniques will you use to gauge entry skills?

None of the characteristics have changed. We still have a multi-racial classroom with a 5:1 ratio of girls to boys. Some learners do not pick up things as easily and require more attention from the teacher, but that can be handled in a way to help all students, instead of leaving out the ones who already understand the material. We will let the learners know that any concerns they have about the lesson we will try our hardest to explain. We will ask questions to the class before the presentation to gauge entry skills. We will also ask for feedback throughout the demonstration.

STEP 2 – TARGET SPECIFIC OBJECTIVES

State the instructional design objective that will be addressed by this lesson. Answer these questions:

- Which of the design's objectives does this lesson relate to?
- How, if at all, does this lesson relate to the other design objectives?

This lesson will relate to the third objective which is: The student will be able to restate what technologies have developed and how they enrich correspondence courses on a test with 80% accuracy. It will also relate to the third object which is: The student will be able to distinguish between asynchronous and synchronous distance education on a test with 80% accuracy. With the pedagogical cycle we will motivate the students to participate, then feed off of what they already know, share our objectives, introduce new knowledge, reinforce existing knowledge, provide activities for the students to practice, and review with an exercise.

STEP 3 – PREPARE THE LESSON

Describe what you need to do to prepare for the lesson. Answer these questions:

- What needs to be done in the classroom to get it ready?
- What must be accomplished for each step of the pedagogical cycle? List each step of the cycle and how will it be accomplished. Use the sample on p. 55 of your text as a model.
- What materials, media, and technologies are needed and how will they be used?
- What needs to be done to implement the intended assessments?

Nothing in the classroom needs to be changed. We already have the computers set up and the classroom is in perfect shape for our lesson. For the preorganizer we will use the powerpoint presentation to explain the material and it is already made. Our motivators will be the slides in the powerpoint presentation. We will share with each other what we already know and build upon those activities. We will share new knowledge with the class. We will then have the class participate in an activity where they can prove what they have learned from our presentation. We will end in a quick review. We will use the computers and powerpoint to present our material to the class. The class' activity will use their computers and blackboard.