

Inside the School

How to Create an Effective Lesson Plan

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Special Report

TABLE OF CONTENTS

Table of Contents	1
How to Create an Effective Lesson Plan	2
Step One: Assemble Materials.....	4
Step Two: Objectives.....	5
Step Three: Major Activities.....	7
Step Four: Content Mapping.....	8
Step Five: Calendar.....	10
Step Six: Unit and Lesson Planning	12
Step Seven: Send out Photocopies, Reserve Resources.....	14
Quick Start Guide to the Unit and Lesson Planning Tool	15
Unit Planner	17
Planning Calendar.....	19
Daily Lesson Planner	21
Unit Binder Cover Page.....	24

HOW TO CREATE AN EFFECTIVE LESSON PLAN

For new teachers who are learning their craft and seasoned veterans who are implementing new curriculum, lesson planning can be daunting. Teachers struggle to cover as much of the curriculum as possible while also differentiating instruction to meet students' learning styles and multiple intelligences.

To be effective, learning needs to follow Bloom's Taxonomy as well as the latest brain research and learning styles. Teachers try to integrate technology and have authentic assessments.

That's a lot to ask of a lesson plan.

This free printable report is a practical guide. You'll find an in-depth, step-by-step method for creating your unit and daily lesson plans and provide you a planner to create a unit, unit calendar, and daily lesson plans.

The unit and lesson planning tool is categorized according to sound educational theory: Bloom's Taxonomy, Learning Styles, Standards-Based Learning, and Differentiated Instruction all make up the basis for the unit and lesson planners.

Effective planning for instruction is time-consuming and thought-intensive. However, planning well up-front will pay off over time. You'll be able to create a unit binder that you can use year after

year and adapt your lessons no matter how your curriculum or textbooks change.

STEP ONE: ASSEMBLE MATERIALS

MATERIALS NEEDED:

- Computer with a printer
- State and district standards (one set for each course)
- Textbooks and other materials for the unit
- Post-it notes to use as flags and reminders
- School calendar with holidays and major events
- Ring binder dedicated to the unit and a three-hole punch
- A copy of the Unit Planner, pages 17 - 18
- A copy of the Planning Calendar, pages 19 - 20
- Several copies of the Daily Lesson Planner, pages 21 - 23
- A copy of the Unit Binder Cover Page, page 24
- *Helpful but not essential:* a flash drive to store tests, quizzes, handouts, and presentations
- *Helpful but not essential:* a printer with photocopying and scanning abilities

Organize materials where you'll do your planning. Just as you'd advise students to have a dedicated area at home to do homework, have a dedicated area at school, home, or both for lesson planning. Keep the materials above handy in the lesson planning area.

If you're a teacher who shares a classroom or travels among schools, keep a lesson planning kit in an oversized briefcase. Tote it from one room to another and still have your materials organized.

It's also wise to scour the school textbook room for preview copies for your teacher's edition textbooks. If you can find one of these, keep it in your lesson planning area at home so you don't have to haul heavy books when you plan.

If you haven't downloaded the Word-friendly planning documents that accompanied this Free Report, visit www.INSIDEtheschool.com and download them from The Free Reports section.

STEP TWO: OBJECTIVES

When you lesson plan, it's best to begin with the end. In other words, ask yourself: what do I want the students to achieve?

- **Develop a central concept or theme.** Instead of naming your unit "Chapter 22" or *Animal Farm*, label the unit with something that's linked to the *theme* of the unit. Shift away from the content, which will likely change when the district implements new textbooks, and stick with a theme that will outlast any changes in content. For example, instead of naming a unit *Animal Farm*, I might name it Satire instead. Choosing Satire over the book title allows me to switch books and teach *Gulliver's Travels* instead. Some of the lesson plan will change according to the content; however, much of the work will remain the same.
- **Discover the why.** Students, like many adults, are practical souls. They want to know *why* they're learning the quadratic equation. Will it help them buy a car or refinance a home? Come up with a connection for the unit before you plan anything else. Prepare to mine your own connections with the content so you can spark an interest for your students. Career opportunities, life skills applications, social interactions, sports, and money are all good places to find student interest that aligns with your content or concept. Write down your connection next to your concept and try to play to the connection as much as possible when planning activities.
- **Develop your learning goals.** What do you want your students to learn to prepare them for the next level of study in your discipline? What should they know if they want to go to college? What should they know if they want to use the information in life? The answers to these questions will probably all be different, but they're a great first step to writing objectives.
- **Use the state standards as a guide.** Have a copy of your state's and district's objectives or standards handy for lesson planning. If you teach more than one course, make copies of the relevant

standards for each course. When you select state standards to target for your unit, write an abbreviation for the unit next to the standard. Keeping track in this simple way will ensure that you cover all the state and district objectives for your discipline.

- **Write the objectives.** With your learning goals and the state standards side-by-side, you can develop objectives for your unit. Objectives should be written either beginning with, “Students will learn to...” or with just the verb “Observe a chemical reaction and note observations in a lab journal.” Remember to keep your objectives specific and measurable because you’ll want to assess students over these objectives.

HELPFUL VERBS FOR WRITING OBJECTIVES

I keep a list of verbs in my lesson planning kit. Print this off and you’ll have one, too.

Apply	Develop	Organize
Appraise	Differentiate	Outline
Arrange	Discuss	Perform
Assemble	Edit	Plan
Build	Evaluate	Predict
Calibrate	Experiment	Produce
Categorize	Explain	Proofread
Change	Extend	Read
Classify	Formulate	Recall
Combine	Generalize	Recognize
Compare	Identify	Record
Compose	Infer	Reflect
Compute	Interpret	Relate
Construct	Judge	Revise
Contrast	Justify	Rewrite
Create	Label	Select
Critique	List	Show
Defend	Locate	Solve
Define	Measure	Summarize
Demonstrate	Modify	Verify
Describe	Name	Write

STEP THREE: MAJOR ACTIVITIES

While looking at the objectives I've selected, I list those in the Unit Planner, page 17, column under objectives. I try to slot them into the correct row according to Bloom's Taxonomy, which you'll see on the right of the table. If you're not familiar with Bloom's Taxonomy, the table has a referencer on the left. You'll find a brief explanation of his work on page 12 of this report.

Bloom's taxonomy level	Verbs for objectives	Objectives	Activities	Assessment
Knowledge <i>Recalls data or information</i>	<input type="checkbox"/> Defines <input type="checkbox"/> Describes <input type="checkbox"/> Identifies <input type="checkbox"/> Reorganizes <input type="checkbox"/> Matches <input type="checkbox"/> Labels <input type="checkbox"/> Lists <input type="checkbox"/> Reproduces <input type="checkbox"/> Names <input type="checkbox"/> Outlines <input type="checkbox"/> Recalls <input type="checkbox"/> Selects	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> Fill in objectives from state and district standards here. </div>		<input type="checkbox"/> Observation <input type="checkbox"/> Journal entry <input type="checkbox"/> Mind map <input type="checkbox"/> Exit slip <input type="checkbox"/> Essay <input type="checkbox"/> Diagram <input type="checkbox"/> Objective questions <input type="checkbox"/> Discussion <input type="checkbox"/> Simulation

The Activities column is tied to the Assessment column so you'll remember to assess students throughout the unit. Tying together your objectives, activities, and assessment at the planning state ensures that your students will achieve the objectives and not spend time on activities they don't need.

The unit planner is available on **InsideTheSchool.com** in the Printables section as a Word-compatible document. Feel free to add rows, delete unused objectives and assessments, and expand columns to make it work for you.

STEP FOUR: CONTENT MAPPING

We live in an information age where content comes in traditional formats like books, workbooks, and videos as well as digital formats like CDs, the Internet, and electronic documents.

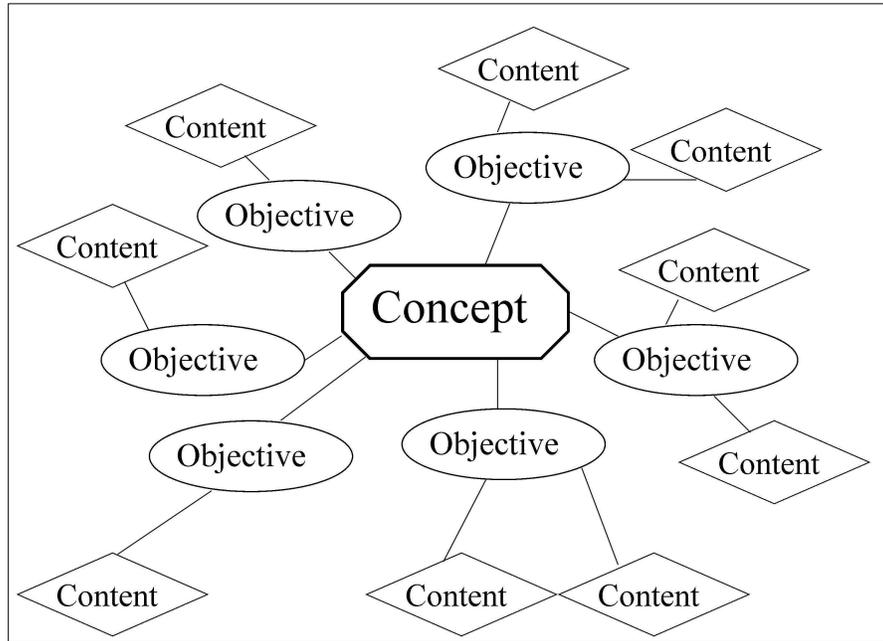
Our students are digital natives. They carry iPods, cell phones, and flash drives. When not in class they IM, e-mail, and text message one another while playing video games or surfing the 'Net.

The challenge in the information age is to sort through the messages and separate the valid and credible from the noise. It's the teachers' job to sort through the information and offer students sources of content that come from both traditional and digital sources. Books are still valid, but are often out of date at the time of printing. Articles, Web pages, and digital texts are good sources of real world content that are both relevant and speak to the students' need for current information.

- **Gather materials.** When planning a unit, gather the classroom textbooks and materials. Conduct an Internet search for credible current sources. Find realia (articles or objects from the real world), video, or audio to use in your unit. Choose sources that will appeal to your digital natives.
- **Mind map.** Just as you'd recommend mind mapping or webbing ideas to your students, do the same with your content. In the center of your map, place your concept. Around the mind map, place your learning objectives. Off of the learning objectives, map your content.

Connect your content to your objectives right away to ensure that all content is important. Often teachers will keep content or an activity that they've always done with students, but which doesn't match up to a learning objective. A good example of this mismatch between content and objectives is an activity where students build a replica of the Globe Theater for a unit about one of Shakespeare's works. Building the theater out of Popsicle

sticks might seem interesting and engaging; however, it doesn't involve reading, writing, speaking, or listening and is unlikely to align with state standards for English/Language Arts.



Content Mind Mapping

STEP FIVE: CALENDAR

It's a wise idea to create a calendar for each unit, and indeed, the entire school year. Teachers who plan well find plenty of time at the end of the semester to finish grading papers and for students to review before exams. Teachers who don't plan well need to cram content into the last two weeks before the end of the semester or risk sending students to the next course with too few skills to be successful.

Having a unit calendar also makes it easy for you to plan your work load. You can schedule a batch of research papers to arrive on your desk just before winter break so you can pace yourself over the holiday with four or five papers to grade per day, not 20.

Students can plan better, too. When you give your class the calendar with objectives, activities, assignments, and assessments on it, students can work ahead if they know they have a sporting event or social activity. If a student is absent, she can check the unit calendar and stay on track.

Special education teachers will thank you for your unit calendar when you give them a copy. They can assist students to turn in missing work and adapt lessons for their students' needs.

- **Look at your scope and sequence.** Before you fill out the calendar on page 19, look at your curriculum and scope for the year. How many units do you have to teach? How many days can you allow for each unit? Write the number of days in your curriculum guide next to each unit.
- **Find the district calendar.** Locate the school calendar in your lesson planning kit. Find the month that you'll be teaching the unit and block off the days in pencil that you'll need for teaching. Take special note of national, religious, and school holidays or special events. It's unwise to plan a unit final test for the same day as the Homecoming game.

Likewise, avoid ending units on days when a majority of the class will take standardized tests.

- **Print a working calendar. Or two.** Turn to page 19, or download the Word document file that accompanied this report from www.INSIDEtheschool.com Mark off the days that you have available to teach the unit. Add rows or delete them from the document as you need them.
- **Neatness doesn't count.** It's smart to have a few copies of the calendar on hand – it's a working document and you should feel free to scribble and erase without worry. The calendar uses abbreviations: *T* = topic, *O* = objective, *A* = activity, and *AA* = assessment. Feel free to abbreviate as much as you need to on the working copy of the calendar.
- **Begin with the end.** Outline the last day of your unit with a highlighter. Do you plan to end with a final test or project? Enter that test or project in the highlighted square next to *AA* (assessment).
- **Work backwards.** Working from the end date, fill in the other important dates and benchmarks in the unit. Wait to fill in the activities and minor assessments until you've finished completing the Unit Planner Tool.

STEP SIX: UNIT AND LESSON PLANNING

On page 17 of this free report or in the downloadable Word documents that accompany this report online at www.INSIDEtheschool.com, you'll find the Unit Planner. The Planner takes all the information from Step Four's Content Map and fits it into Bloom's Taxonomy, a hierarchy of learning.

Educational psychologist Benjamin Bloom and his colleagues created a taxonomy of knowledge in the 1950's, and his research and theories are commonplace in education.

Bloom created categories for knowledge and ordered them in a hierarchy from the simplest learning tasks to the most complex, from the most concrete ideas to the most abstract. For more information on Bloom's Taxonomy, see:

Krathwohl, D.R. (2002.) A Revision of Bloom's Taxonomy: An Overview. *Theory into Practice*. The Ohio State University, 211-218.

- **Sort your mind map.** Arrange your objectives from your mind map into the Taxonomy, making sure that you have objectives at every level of the hierarchy. If you have gaps, go back to your mind map and revise both your objectives and content to make sure that your students have both a strong knowledge base and opportunities to participate in higher-level thinking.
- **Fill in the Unit Planner.** Place check marks in appropriate boxes, insert objectives, and fill in just the barest sketches for activities. You'll flesh these out in the Daily Lesson Planner, page 21, complete with matching them up to learning styles.
- **Fill in the Daily Lesson Planner.** You'll need a copy of the Daily Lesson Planner for each day of your unit. Here's where we get specific and flesh out the activities and

objectives. Include an estimate of how much time each activity will take and match activities up to learning styles, multiple intelligences, and assessments. If you haven't done so already, download the planning files from www.INSIDEtheschool.com. You'll find the files as Word-friendly documents that accompanied this Free Report.

- **Check your work.** Make sure each activity has some sort of assessment, whether it's formal (test, quiz, or assignment) or informal (check for understanding). Double-check that you're addressing many learning styles and multiple intelligences.

STEP SEVEN: SEND OUT PHOTOCOPIES, RESERVE RESOURCES

- **Gather master pages for photocopying.** It's useful to gather all pages for photocopying into packets to distribute to students at the beginning of each unit. Include a unit calendar in the packet, too. Distributing packets reduces the amount of time you'll spend passing out paper during class and helps students who are absent or in extra-curricular activities catch up on class work.
- **Organize materials and resources.** Once you've made your plans, transfer the materials you need from your individual Daily Lesson Planner sheets to the Binder Cover Sheet (pages 21-24). Note on the Binder Cover Sheet the resources you'll need to reserve for the unit. (To receive these pages as a downloadable Word document, go to the Free Reports page at www.INSIDEtheschool.com and choose How to Create an Effective Lesson Plan.)
- **Use color, when possible.** Try color-coding your units: red for those in the beginning of the year, violet for those at the end. Use a color cover sheet for handout packets and color for your tests or quizzes. It makes grading easier, especially when tests or quizzes come in late. You can easily match up photocopies to the correct unit binder without much time or energy.

Quick Start Guide to the Unit and Lesson Planning Tool

ORGANIZING THE UNIT BINDER

When I plan lessons, I stack the sheets I'll need to photocopy as I write out the individual plans. I gather these pages into two stacks: assessment and handouts. Include your rubrics in the handout stack. I keep each stack in clear plastic ring binder sleeves. When it comes time to photocopy, I send the whole batch to our district's copying service at once.

From the handouts stack, I create a packet to give students at the beginning of the unit. It's easier to hand out a big batch of papers once every three weeks than to pass out papers individually every day. The copying service punches them to fit in three-ring binders, so students have an easier time keeping track of the handouts as well. I make five extra classroom packets and one for myself that I can mark up with notes from class discussions. It's useful to include a unit calendar in the packet, too. When a student is absent she can refer to the calendar and know what classroom activities she's missing.

When organizing a unit binder, I put the Cover Page, Unit Planner and Planning Calendar on top (pages 17-20), followed by the plastic protectors full of master copies. The individual Lesson Planner sheets (pages 21-23) for each day should go next. It's wise to have all the answer keys together at the back of the binder. I don't recommend putting the keys together with the individual lesson plans; some students have make-up quizzes or tests and it's easier to have them all at the back of the binder.

When you re-use the binder for the next year, be sure to look at your notes on the bottom of the individual lesson plan sheets. Make necessary changes to handouts, tests, and lesson plans before sending the work off to the copying service.

HOW TO USE THIS PLANNING TOOL

This is a flexible tool that you can put on your hard drive and use as a template for multiple units. Download these planning pages as Word documents in the Free Reports section of www.INSIDEtheschool.com.

- **Copy the Daily Lesson Planner pages at the end of this free report.** You'll need one daily lesson plan, pages 21 – 23, for each day of your unit.
- **Delete unnecessary tick boxes.** If you're planning at your computer, feel free to delete rows or choices you don't use. There's no need to keep empty options for assessment or objectives on your plan.
- **Appeal to learning styles and multiple intelligences.** Try to offer your students a variety of teaching activities that appeal to the various learning styles and multiple intelligences and select different options for assessment as well. The brain loves novelty. Try not to repeat activities too often over the course of the unit.

UNIT PLANNER

This tool is a big picture worksheet. You'll list what concepts you want to teach, what objectives, and what activities

Curriculum to cover (*list readings, concepts, skills that students will learn*):

Bloom's taxonomy level	Verbs for objectives	Objectives	Activities	Assessment
Knowledge <i>Recalls data or information</i>	<input type="checkbox"/> Defines <input type="checkbox"/> Describes <input type="checkbox"/> Identifies <input type="checkbox"/> Reorganizes <input type="checkbox"/> Matches <input type="checkbox"/> Labels <input type="checkbox"/> Lists <input type="checkbox"/> Reproduces <input type="checkbox"/> Names <input type="checkbox"/> Outlines <input type="checkbox"/> Recalls <input type="checkbox"/> Selects			<input type="checkbox"/> Observation <input type="checkbox"/> Journal entry <input type="checkbox"/> Mind map <input type="checkbox"/> Exit slip <input type="checkbox"/> Essay <input type="checkbox"/> Diagram <input type="checkbox"/> Objective questions <input type="checkbox"/> Discussion <input type="checkbox"/> Simulation
Comprehension <i>Understands the information and puts it into her own words</i>	<input type="checkbox"/> Converts <input type="checkbox"/> Defends <input type="checkbox"/> Computes <input type="checkbox"/> Constructs <input type="checkbox"/> Demonstrates <input type="checkbox"/> Manipulates <input type="checkbox"/> Modifies <input type="checkbox"/> Predicts <input type="checkbox"/> Prepares <input type="checkbox"/> Solves <input type="checkbox"/> Differentiates <input type="checkbox"/> Paraphrases			<input type="checkbox"/> Observation <input type="checkbox"/> Journal entry <input type="checkbox"/> Mind map <input type="checkbox"/> Exit slip <input type="checkbox"/> Essay <input type="checkbox"/> Diagram <input type="checkbox"/> Objective questions <input type="checkbox"/> Discussion <input type="checkbox"/> Simulation
Analysis <i>Separate information into parts to understand its structure</i>	<input type="checkbox"/> Analyzes <input type="checkbox"/> Compares <input type="checkbox"/> Contrasts <input type="checkbox"/> Diagrams <input type="checkbox"/> Identifies <input type="checkbox"/> Outlines <input type="checkbox"/> Experiments <input type="checkbox"/> Debates <input type="checkbox"/> Measures <input type="checkbox"/> Develops rubrics <input type="checkbox"/> Researches			<input type="checkbox"/> Observation <input type="checkbox"/> Field work <input type="checkbox"/> Lab work <input type="checkbox"/> Essay <input type="checkbox"/> Diagram <input type="checkbox"/> Demonstration <input type="checkbox"/> Interview <input type="checkbox"/> Exit slip

<p>Synthesis <i>Creates a new product from the information</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Categorizes <input type="checkbox"/> Combines <input type="checkbox"/> Develops <input type="checkbox"/> Organizes <input type="checkbox"/> Generates <input type="checkbox"/> Plans <input type="checkbox"/> Revises <input type="checkbox"/> Rewrites 			<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Debate <input type="checkbox"/> Presentation <input type="checkbox"/> Publication <input type="checkbox"/> Product, model <input type="checkbox"/> Exit slip
<p>Evaluation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Appraises <input type="checkbox"/> Compares <input type="checkbox"/> Critiques <input type="checkbox"/> Judges <input type="checkbox"/> Evaluates <input type="checkbox"/> Justifies <input type="checkbox"/> Supports 			<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Debate <input type="checkbox"/> Presentation <input type="checkbox"/> Publication <input type="checkbox"/> Product <input type="checkbox"/> Exit slip

PLANNING CALENDAR

*Here's where you'll match up the objectives from the above chart to the actual days you have to teach the unit. Write in the date above each big rectangle. Make note of any special days (Homecoming, day before a holiday, major testing days). Fill in the big events first: the beginning of your unit, the culminating activity, and where the objective test should go. From there, fill in the smaller activities. **T** stands for topic, **O** stands for objective, **A** stands for activity, and **AA** stands for assessment.*

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1	Day 2	Day 3	Day 4	Day 5
T:	T:	T:	T:	T:
O:	O:	O:	O:	O:
A:	A:	A:	A:	A:
AA:	AA:	AA:	AA:	AA:
Day 6	Day 7	Day 8	Day 9	Day 10
T:	T:	T:	T:	T:
O:	O:	O:	O:	O:
A:	A:	A:	A:	A:
AA:	AA:	AA:	AA:	AA:
Day 11	Day 12	Day 13	Day 14	Day 15
T:	T:	T:	T:	T:
O:	O:	O:	O:	O:
A:	A:	A:	A:	A:
AA:	AA:	AA:	AA:	AA:

Day 16	Day 17	Day 18	Day 19	Day 20
T:	T:	T:	T:	T:
O:	O:	O:	O:	O:
A:	A:	A:	A:	A:
AA:	AA:	AA:	AA:	AA:

DAILY LESSON PLANNER

From the Planning Calendar, insert the day # at the top left as well as the unit and day's topic. Strive to insert a time for each activity and check off some kind of assessment (you can add or remove parts from the list as needed). Describe in detail the activities. You might be handing this plan off to a substitute teacher or using it next year. Do the work once and be grateful you've finished it! Feel free to erase this text as well as the example in the first row. It's a good idea to highlight any technology that you'll have to reserve in advance in yellow so you'll remember to reserve it.

Opening – connects the lesson with student prior knowledge					
Time	Objective	Activities	Learning Styles, multiple intelligences	Assessment	Materials
<i>Example</i>					
00:00	<i>Students will connect their previous experiences with motion with the acceleration and velocity.</i>	<i>Students develop lists of transportation in groups. As a class, we list all transportation on the board and then sort transportation from fastest to slowest, from fast acceleration to slow acceleration.</i>	<input checked="" type="checkbox"/> Auditory <input checked="" type="checkbox"/> Interpersonal	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Discussion	<i>none</i>
			<input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	<input type="checkbox"/> Observation <input type="checkbox"/> Journal entry <input type="checkbox"/> Mind map <input type="checkbox"/> Exit slip <input type="checkbox"/> Essay <input type="checkbox"/> Diagram <input type="checkbox"/> Objective questions <input type="checkbox"/> Discussion <input type="checkbox"/> Simulation	Technology
Teaching activities – gives students knowledge base for learning activities					
			<input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	<input type="checkbox"/> Observation <input type="checkbox"/> Journal entry <input type="checkbox"/> Mind map <input type="checkbox"/> Objective questions <input type="checkbox"/> Discussion <input type="checkbox"/> Exit slip	
			<input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	<input type="checkbox"/> Observation <input type="checkbox"/> Journal entry <input type="checkbox"/> Mind map <input type="checkbox"/> Objective questions <input type="checkbox"/> Discussion <input type="checkbox"/> Exit slip	

Learning activities – gives students opportunities to practice and explore					
			<input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	<input type="checkbox"/> Observation <input type="checkbox"/> Journal entry <input type="checkbox"/> Discussion <input type="checkbox"/> Simulation <input type="checkbox"/> Field work <input type="checkbox"/> Lab work <input type="checkbox"/> Essay <input type="checkbox"/> Diagram <input type="checkbox"/> Demonstration <input type="checkbox"/> Interview <input type="checkbox"/> Exit slip <input type="checkbox"/> Debate <input type="checkbox"/> Presentation <input type="checkbox"/> Publication <input type="checkbox"/> Product, model	
			<input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	<input type="checkbox"/> Observation <input type="checkbox"/> Journal entry <input type="checkbox"/> Discussion <input type="checkbox"/> Simulation <input type="checkbox"/> Field work <input type="checkbox"/> Lab work <input type="checkbox"/> Essay <input type="checkbox"/> Diagram <input type="checkbox"/> Demonstration <input type="checkbox"/> Interview <input type="checkbox"/> Exit slip <input type="checkbox"/> Debate <input type="checkbox"/> Presentation <input type="checkbox"/> Publication <input type="checkbox"/> Product, model	
Closure – offers students reflection and extension opportunities					
			<input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	<input type="checkbox"/> Observation <input type="checkbox"/> Journal entry <input type="checkbox"/> Exit slip	
Homework					
			<input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic		

Post-lesson Reflection:

How did it go?



1 2 3 4 5
Terrible Not Great O.K. Pretty Well Fabulous!

What worked?

What didn't work?

Changes for next time:

UNIT BINDER COVER PAGE

Use this cover page as the first page in your unit binder. Record the unit's concept here as well as whatever resources and materials you'll need to reserve or gather before the unit begins.

It's also a good place to record your reflections about the unit. Each time you finish teaching the unit, put the binder back in order and jot a quick note to yourself about changes you'll need to make for next time.

Unit Concept		
Materials Needed		Resources to Reserve in Advance
Changes for Next Time:		
Date or Year	Change needed	Done?