

## Six Lesson Plan Formats

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### VARYING LESSONS CALL FOR VARYING FORMATS

There are a variety of types of lessons and learning experiences. One lesson plan format cannot possibly fit all types of lessons. Different types of lessons call for different lesson plan formats. Describes below are formats for six distinctly different types of lessons. For these lessons a purpose statement is used instead of a behavioral objective. The purpose statement reflects a cognitive approach to teaching and learning. However, feel free to insert a behavioral objective if that works for you.

#### Basic Lesson Plan Format

Figure 1 contains the most basic of lesson plan formats. This encapsulates the basic elements of teaching: say a little bit, do a little bit. The important part here is to provide an organized body of knowledge (input) in a way that enables learners to see the structure and sequence.

Figure 1. Basic lesson plan.

BASIC LESSON PLAN	
<b>I. Lesson Purpose Statement:</b>	
1. What you want students to learn or know about.	
2. This is not put in behavioral terms here.	
4. True learning happens inside our heads and can't be observed.	
<b>II. Input:</b>	
1. Specific information you want students to know.	
2. Sometimes Input and Activity sections are combined (a little input, an activities, more input, another activity, etc.).	
<b>III. Activity:</b>	
1. Activities are used to get students to manipulate information from Input	
2. Or used to apply or extend information from the Input.	

#### Concept Lesson Plan Format

A *concept* is a mental abstraction of a category. The salient elements for teaching here include describing the defining attributes and showing positive and negative examples (see Figure 2). At the end students should be able to distinguish between an example and non-example.

Figure 2. Concept lesson plan.

<b>CONCEPT LESSON PLAN</b>	
<b>I. Learning Purpose Statement:</b>	
1. The students will learn about [insert concept here].	
<b>II. Input/Instruction:</b> (Include what students need to know to achieve your purpose statement.)	
1. Definition	
2. Defining attributes	
3. Positive examples	
4. Negative examples	
5. Guided practice – informal assessment	
<b>III. Activity/Independent Practice:</b>	
1. What students will do to reinforce, extend, practice, or apply their concept learning	
2. Use the concept in some fashion.	

### Skills Lesson Plan Format

Teaching a skill is different from teaching a concept or body of knowledge. The skills lesson plan format in Figure 3 is based on the elements of effective skills instruction. The most important part of this lesson is guided practice where scaffolding takes place.

Figure 3. Skills lesson plan.

<b>SKILLS LESSON PLAN</b>	
<b>I. Lesson Plan Purpose Statement:</b>	
1. What you want students to learn or be able to do.	
<b>II. Input:</b>	
1. Exactly what students need to know in order to perform the skill.	
2. Includes the following:	
a. <i>Identification of procedural components</i> -- Introduce the skill and the specific steps.	
b. <i>Direct instruction and modeling</i> -- Tell how/why the skill is used. Model the use of the skill.	
<b>III. Guided practice</b> (scaffolded instruction) --	
1. Take students through each step of the skill several times.	
2. Provide a scaffold in order for them to be successful.	
<b>IV. Activity/Independent Practice:</b> –	
1. Provide independent practice of a skill students have just learned.	
2. The goal is practice (not measurement or evaluation).	
3. Students should be able to complete this with 95-100% success ratio.	

### **Writing Lesson Plan Format**

The writing lesson plan is based on the 5-step writing process: (a) pre-writing, (b) drafting, (c) revising, (d) editing, and (e) sharing (see Figure 4). It encompasses the first two steps (pre-writing and drafting), and the last (sharing). It is assumed that students put their drafts in a folder and then select the drafts they wish to take to the revising and editing stages.

**Figure 4. Writing lesson plan.**

<p><b>I. Purpose:</b></p> <ol style="list-style-type: none"> <li>1. The students will write.</li> <li>2. The students will write about [insert topic or prompt here].</li> </ol> <p><b>II. Pre-writing Activity:</b></p> <ol style="list-style-type: none"> <li>1. A strategy to generate ideas.</li> </ol> <p><b>III. During Writing:</b></p> <ol style="list-style-type: none"> <li>1. Students write (5 to 20 minutes)</li> <li>2. Create draft or sloppy copy</li> </ol> <p><b>IV. Post-Writing/Sharing:</b></p> <ol style="list-style-type: none"> <li>1. Share in small groups of three.</li> <li>2. Students put their drafts in their folders.</li> </ol>
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### **SRE Reading Lesson Plan Format**

The reading lesson plan is designed to create a scaffolded reading experience (SRE) (see Figure 5). The purpose is to get students to read either narrative or expository text. The pre-reading is where a scaffold is used to enable all students to be able read the text. The post-reading activity gets students to interact with the content found in the story or text.

**Figure 5. SRE Reading lesson plan.**

<p><b>I. Purpose statement:</b></p> <ol style="list-style-type: none"> <li>1. Narrative text -- Students will read and enjoy [insert story or chapter title here] .</li> <li>2. Expository text -- Students will read and understand [book or chapter title here]</li> </ol> <p><b>II. Pre-Reading Activity:</b></p> <ol style="list-style-type: none"> <li>1. 1-4 minutes in duration.</li> <li>2. Gets students ready to read.</li> </ol> <p><b>III. During-Reading:</b></p> <ol style="list-style-type: none"> <li>1. Describe exactly how students will read so that a substitute teacher can understand. (No round-robin reading, popcorn reading)</li> </ol> <p><b>IV. Post-Reading Activity:</b></p> <ol style="list-style-type: none"> <li>1. Design an activity to get students to manipulate or become engaged with an idea from the story.</li> <li>2. Narrative texts should have aesthetic response activities</li> </ol>
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### **Discovery Lesson Plan Format**

Discovery learning is not merely enabling students to fish around in order to find something to learn. Discovery learning, when correctly implemented, is planned and direct to teach specific concepts, lessons, or information. Figure 6 includes the format used for this type of lesson.

**Figure 6. Reading lesson plan.**

<p><b>I. Purpose Statement:</b> a. What you want students to learn.</p> <p><b>II. Discovery Activity:</b> 1. You identify elements you want students to discover. 2. An activity is designed that enables them to discover some or all of these elements. 3. After an exploratory activity, students are asked to identify or describe salient elements.</p> <p><b>III. Input:</b> 1. Students are provided specific information related to lesson purpose 2. Input is used to fill in the blanks or extend initial discoveries.</p> <p><b>IV. Activity:</b> 1. An activity is designed to manipulate, reinforce, or extend learning.</p>
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### **Related Mini-lectures**

Schema-building Lesson Plan

<https://www.youtube.com/watch?v=q5ihZgV4gAU>

The Process of Planning a Lesson

<https://www.youtube.com/watch?v=obKLGzDz6E>

Basic Lesson Plan Format: Cognitive Perspective

<https://www.youtube.com/watch?v=1TrBljhFvG4>

Skills Lesson Plan: Process and Product

<https://www.youtube.com/watch?v=UyX7-80oW90>

Six Different Lesson Plan Formats

<https://www.youtube.com/watch?v=1Sby4EWp008>

Reading Lesson Plan or SRE Lesson

<https://www.youtube.com/watch?v=LuwLTDYIRNM>

Skills Lesson Plan: Elements of Effective Skills Instruction

<https://www.youtube.com/watch?v=2twTNGE5y8>

A Writing Lesson Plan

[https://www.youtube.com/watch?v=5JDE\\_VL14qc](https://www.youtube.com/watch?v=5JDE_VL14qc)

Discovery Learning Lesson Plan

<https://www.youtube.com/watch?v=v-azLVQxo>