

## COMPONENTS OF A LESSON PLAN

Madelaine Hunter

- 1. Key Concept** What do you wish the children to learn about the topic?  
e.g., Understand the tempo of a piece of music can get faster or slower.
- 2. Objectives** This should be stated in terms of student behaviour. The objectives should focus on the concept or skill which you intend to teach. Terms such as “develop a desire,” “listen,” “comprehend,” “understand” etc. are not sufficiently specific. One or two objectives should be the main focus for each lesson.  
E.g., The student is able to identify whether tempo of selected recorded musical examples gets faster or slower.
- 3. Pre-Planning** What materials do you need to prepare or what other planning do you need to do before you can teach the lesson?
- 4. Materials** What materials do the children need so that they can be successfully involved in the lesson?
- 5. Anticipatory Set** How will you stimulate the children so that they will want to learn what you want to teach? How will you indicate to the children what you expect them to learn?
- 6. Procedure** This is the core of the lesson, the time when you TEACH what you set out to teach. The procedure should outline the STEPS you will take in the teaching process. Sample questions should be included. The children should be involved as much as possible during this phase of the lesson and should be kept aware of what they are trying to learn.
- 7. Closure** Summarize/review for the children what you taught. Highlight the main points. This is not the time for testing. During this phase of the lesson, the students will often verbalize the concept.
- 8. Evaluation** This may be formal (listening test with written answers) or informal carried out during the lesson as you observe the children’s behaviour-using questioning techniques that illicit observable non-verbal responses from all children in the class). Regardless, the evaluation should match the objective of the lesson. At each evaluation point in the lesson (when the objective is measured) it is a good idea to have an alternative teaching strategy in mind for children who did not reach the objective the first time. Will you use a different learning modality (e.g., if the first presentation was aural, try kinesthetic). Remember that louder and slower may be of no help to children who you “missed” the first time through the lesson.

Remember:

- Tell the children the objective of the lesson
- Teach to your objective
- Evaluate to your objective

**IN A NUTSHELL:**

- Tell them what you are going to teach them.
- Teach them.
- Tell them what you taught them.