

UCSF Science & Health Education Partnership

Anatomy of a Lesson Plan

I. Learning Goals

- **What do you want the students to learn from the lesson?**
(e.g. to persist through confusion, the structure of the brain, what scientists do in the lab, to observe and describe states of matter, to analyze data, to compare/contrast, to formulate questions)
- **How do you want them to learn these things?**
(e.g. hands-on challenge/activity, designing and conducting an experiment, discussing their ideas with others, reading, lecture)

II. Teaching Strategies

- **What specific teaching strategies would you use in the lesson?**
(e.g. brainstorming, students talking about their ideas, students working in groups, wait time, assigning roles to students, answering questions with questions)
- **What will students and teachers be doing during the lesson?**
(e.g. talking, hypothesizing, doing, asking questions, answering questions)

III. Materials Management

- **How will materials be prepared and managed in the classroom?**
(e.g. when and how will students/groups get and return materials, what exactly will each student/group receive, will students/groups be working with same or different materials)
- **How will the classroom be set up?**
(e.g. number and arrangement of tables/chairs, sinks, outlets)
- **What are potential problems that may arise during the lesson?**
(e.g. running out of materials, broken materials, safety issues)

IV. Time Management

- **How long will it take the students to do the task? (easy to underestimate!)**
(e.g. for brainstorm, for getting materials, for doing activity, for discussing)
- **What alternate plans do you have if the students need less or more time?**
(e.g. additional questions/challenges for students, reduce complexity of activity, extend time)

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V. Classroom & Student Management

- **How will you organize the students during the activity?**
(e.g. individual work, pairs, groups of three or more with assigned roles)
- **What techniques will you use to keep the students on task?**
(e.g. time limits, guiding questions, competitive vs. non-competitive challenges, student-led discussion at end)
- **What are potential trouble spots?**
(e.g. equity issues in discussion or access to materials, group work issues, different skill levels, transitions between lesson parts, student confusion, handing out and collecting materials)

VI. Assessment of Student Learning

- **What techniques could you use to assess what the students already know?**
(e.g. brainstorm, warm-up activity, what do you know, what do you want to know)
- **What techniques could you use to assess what the students have learned?**
(e.g. group discussion, collecting student work, written reports, a follow-up activity)