

# How to Create Effective Lesson Plans



Managing the 90-minute Block

# Focus Activity

What is the greatest challenge when creating a lesson plan?

- ✎ Write your response on a yellow sticky note. Use multiple sticky notes to share more than 1 challenge (only 1 response per sticky note).
- ✎ Place your sticky note on the board.

# Essential Question

How can you best manage your 90-minute block to create effective and engaging lesson plans?

# Why do we lesson plan?

In your group, brainstorm the reasons why it is important to plan effective lessons?

Create a circle map on your chart paper to organize your responses.

# Learning Targets

- ✎ I can understand the important components of an effective lesson plan.
- ✎ I can analyze my instructional block and determine how to maximize time on task.
- ✎ I can create activities that are student-centered and engaging.
- ✎ I can use differentiation strategies to ensure that all learners are reached.

# Think Alouds

- ☞ **Students**
  - What are the academic, social, physical, personal, and emotional needs of my students?
- ☞ **Strategies**
  - Which teaching strategies will best facilitate my students' learning?
- ☞ **Grouping**
  - Should I group heterogeneously or homogeneously? What size should my groups be?
- ☞ **Timing**
  - When is the best time to do this lesson? Are there prerequisites my students should have mastered?
- ☞ **Materials**
  - What materials and human resources do I need for the lesson to be successful?
- ☞ **Success**
  - Was the lesson successful? Were my students interested? Did my students learn? What didn't work? What will I do differently next time?
- ☞ **Sequence**
  - What can I do next to build upon this lesson? How can I make it flow?
- ☞ **Rationale**
  - What is the reason for doing this? What objectives will be accomplished?

# Steps to Creating Lesson Plans

- ✎ Determine the standards
- ✎ Decide on concept/topic
- ✎ Gather your materials
- ✎ Outline your learning targets
- ✎ Create your activities
- ✎ Map out your time

# Lesson Plan Components

- ☞ Bellringer/Warmup
- ☞ Activate Prior Knowledge / Review
- ☞ Teacher Input
- ☞ Guided Practice
- ☞ Independent Practice
- ☞ Closure
- ☞ Differentiation \*
- ☞ Technology \*
- ☞ Formative Assessment\*
- ☞ Instructional Small Groups\*



# Bellringer/Warmup

- ☞ Sets the tone for the class
- ☞ A form of formative assessment
- ☞ Can be used as review of previous material or as a pre-test for upcoming material
- ☞ Should not last more than 5-10 minutes

# Activate Prior Knowledge/Review

- ✎ Ask questions about questions about previously taught material
- ✎ Link previous material to new material from today's lesson
- ✎ Introduce the learning targets to the students
- ✎ Share lesson outcomes

# Teacher Input

- ✎ Chunk information to students in manageable pieces
- ✎ Check for understanding throughout
- ✎ Limit direct instruction to a feasible time frame
- ✎ Model the skill you want your students to master

# Guided Practice

- ✎ Guide students through new skill
- ✎ Provide immediate feedback with students
- ✎ Correct as needed

# Independent Practice

- ✎ Students are able to complete assignments INDEPENDENTLY
- ✎ Assign after students have practiced with teacher's help
- ✎ Students should be able to demonstrate mastery of skill before being asked to complete independent practice

# Closure

- ✎ Wraps up the end of the lesson
- ✎ Ties to the learning targets
- ✎ Can include an exit ticket, 3-2-1 response, or any other formative assessment activity

# Differentiation

- ✎ Based on students' needs
- ✎ Should be included in all lessons
- ✎ Can differentiate the content, product or process based on readiness, interest, or learning style
- ✎ Use formative assessment and inventories to determine how to differentiate

# Technology

- ✎ Technology as a learning tool
- ✎ Align with the ISTE standards when possible
- ✎ Does not have to be included in each lesson

**\*\*50 Education Technology Tools\*\***



# Instructional Small Groups

- ∞ Instructional grouping is used to assure that all students learn and it will increase student engagement.
- ∞ These groups should be flexible and based on student needs.
- ∞ Small grouping should provide instruction to students who are not mastering specific skills or standards.
- ∞ Pre-planning and preparation:
  - ☐ Tasks to be completed
  - ☐ Group size
  - ☐ Group composition
  - ☐ Roles and Responsibilities
  - ☐ Advanced Training of Students and Effective Teaching Skills
  - ☐ Clarity
  - ☐ Monitoring
  - ☐ Reinforcement and Feedback
  - ☐ Teacher Time
  - ☐ Evaluation
  - ☐ Review of Group Composition

# Formative Assessment

- Formative assessment provides an accountability system based on three components: instructional teaching strategies, student mastery, and curriculum alignment.
- Formative assessment should be ongoing in order to help the student and the teacher document progress towards academic learning targets.
- Assessment results should be used to determine student needs and can help with instructional planning.

# Anchor Activities & Early Finishers

- ✎ Choose activities students can complete independently without much direction
- ✎ Can be aligned to standards and learning targets for the current unit or include skills that need to be practiced throughout course
- ✎ Have activities easily accessible to students as they complete required assignments
- ✎ Choice boards and project menus can be used for ongoing anchor activities
- ✎ Develop a grading system that does not require a lot of time

# Breaking Up the 90-minute Block

Using the manipulatives and your current lesson plan, decide how you will break up your 90-minute block for your upcoming lesson.