



Lesson Planning

What is it: **The Design Step**

Lesson planning is the process of selecting what students will learn, how they will demonstrate their learning, and the methods in which they will engage with the content being taught.

Using your knowledge of the content and learning outcomes from the lesson preparation stage, you design the learning experience students will have. You set objectives, select activities, generate questions, determine grouping arrangements, and sequence the entire experience from the first scene to the last.

Everything from how the students gather materials when they enter the classroom to how they communicate with each other and submit classwork goes into your planning decisions.

Why it's important:

Effective lesson planning ensures a focused and engaging learning experience for all students. A well-planned lesson not only gives you the confidence that you need before the live event, but it also provides a clear path for students to achieve the learning objectives, encourages participation, and allows for maximizing instructional minutes. It is a great classroom management tactic, since it promotes a streamlined learning process (smoother transitions and interactions among students) and it enhances overall learning success. It allows teachers to consider all their students and ensures that they strategically choose activities that lead to equitable learning experiences.

What it looks like:

- Creating and/or selecting activities and assessments
- Grouping students (whole group, small groups, targeted groups, etc.)
- Identifying opportunities for all students to regularly engage in the lesson and with each other
- Sequencing and pacing lesson segments and activities

- Preparing materials (handouts, presentations, assessments)
- Performing test runs on interactives and technological tools that will be used for the first time

Ask yourself:

- How will the learning outcome(s) and success criteria be communicated during the lesson?
- Which activities will enhance student learning and development of the lesson concepts?
- How will students access the materials and tools needed for the lesson?
- How will I effectively manage student behavior and participation?
- What is the backup plan if my technology fails or the interactive component of the lesson is not available?
- Which engagement strategies will students use during whole group instruction? Small group instruction? Peer collaboration? Targeted instruction?
- What content-specific strategies need to be included (e.g math – fluency practice, science – investigation design, etc.)
- What whole group strategies will I leverage if student experience initial difficulty in the lesson?
- How will I enrich and extend the learning of students that quickly master the new learning (accelerated students/early finishers)?
- How will I enrich and extend the learning of students in small groups?
- What strategies will I use to support the learning of students with special needs (target groups including ELL, 504, Sped, etc.)?

* Which indicators on your teacher evaluation rubric are you meeting by incorporating the suggestions for Lesson Planning?