# Unit 3: The Life of an Educator: What is it like to be a teacher?

## Lesson 3.13: Components of an Effective Lesson Plan

| Lesson at Glance | | |
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| Warm-Up (5 mins)   * Bellringer | Instruction (20 mins)   * Intro to Lesson Plan Components | Application (20 mins)   * Lesson Plan Review * Debrief (3 mins) * Exit Ticket (5 mins) |

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| **TEKS** | 7 | The student experiences authentic education and training opportunities. The student is expected to:   1. Develop and evaluate instructional materials such as visuals, teacher aids, manipulatives, lesson, and lesson plans. 2. Define lesson plan components including objectives, direct instruction, guided practice, independent practice, and formative and summative assessments. 3. Identify and discuss methods to adapt lessons to meet student needs | |
| **Objectives** | * Define lesson plan. * Identify the components of a lesson plan. * Describe how an effective lesson plan guides a teacher’s daily practice | | |
| **Rationale/ Summary** | Effective lesson planning aids a teacher in reaching their objective by ensuring time is well-managed, students are supported in their learning, and that content is being presented in a way that is logical and grade-level appropriate. It is important to understand and differentiate between the different components of a lesson plan to analyze a plan’s effectiveness. | | |
| **Formative Assessment and Exemplar Response** | Students will be able to answer the following questions:   1. What is a lesson plan and why is it important for teachers to utilize one every day? 2. What are the components of a high-quality lesson plan?   *See Exit Ticket Answer Key* for exemplar response. | | |
| **Vocabulary** | **Lesson Plan** | | An overview of the goals of a lesson, and teacher and student actions that guarantee that the students achieve those goals. |
| **Objectives** | | Statements that describe what students will be expected to learn by the end of the lesson. |
| **Direct Instruction** | | The use of explicit teaching techniques and modeling to teach a specific skill. This is where new content is introduced. |
| **Guided Practice** | | Students work with the teacher to practice and apply what they just learned during the direction instruction. |
| **Independent Practice** | | Students apply what they just learned without support from the teacher or peers. |
| **Scaffolding** | | Structured supports offered to students by the teacher to help students attain a strong command of a new skill and/or concept. |
| **Exit Ticket** | | A tool used to assess what students have learned in a particular class period, often asking them to complete a task to demonstrate understanding. |

| **Est Time** | **Instructional Activities (including formative assessments)** | **Materials** |
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| 5 mins | **Bellringer**  In today’s class we are going to discuss the parts of a lesson plan that help a teacher know that goals are being met and that learning is taking place. Think about what you already know about lesson plans. What do you think would be the biggest challenge in writing an effective lesson plan? | Student Guide  PPT |
| 2 mins | **Bellringer Debrief and Intro to Lesson Plan Components**  T: Today we are going to discuss the components, or parts, of lesson plans that make them useful tools for learning and reaching goals. In your bellringer you were asked to consider challenges that you think might arise when trying to write an effective lesson plan. What were some of your thoughts?  S: (Share answers to bellringer)  T: The good news is that lesson planning becomes less challenging with practice, especially when a teacher is familiar with their lesson planning format and components.  T: In this course we have looked at different examples of lesson plans. The examples you have seen may have each been formatted differently. That is okay—lesson plans do not have to look the same. Some schools have templates for their lesson plans that they want teachers to use, while others do not. There are even lesson plan templates that are specific to certain content areas. Even though they may look different, most effective lesson plans should contain similar components. | Student Guide |
| 18 mins | T: During yesterday’s lesson, we defined **lesson plans** as “an overview of the goals of a lesson--and the teacher and student actions that guarantee that the students achieve these goals.” Most lesson plans only cover what will take place during one class period, although some lesson activities or content might require a lesson plan to cover multiple days.  T: The most important part is that the lesson plan covers the objective of the lesson. Based on what you already know, what is a lesson plan objective?  S: (Raise hand to offer possible answers)  T: **Objectives** are brief statements that describe what students will be expected to learn by the end of the lesson. When writing a lesson plan, the best practice is to start with the objective in mind. You will want to ensure your objective aligns with the Texas Essential Knowledge and Skills standards.  T: Most lessons will only be able to cover one or two objectives. The goal is not to have a large number of objectives per lesson, but rather to have students working towards mastery of appropriate objectives.  T: (Direct students to “A Story of Units”)  T: What is the objective of this lesson?  S: Use metric measurement to model the decomposition of one whole into tenths.  T: Effective lesson plans also include three levels of instructional support to meet the objective. **Direct Instruction**, the most teacher centered form of instruction, provides students with an opportunity to see content modeled and learn techniques for mastery of a task or concept. Direct Instruction is an important part of a lesson because it is where new learning begins. Sometimes teachers associate direct instruction with lecturing. Direct instruction does not have to be lecture based—in fact, some of the best direct instruction activities involve modeling for students how to do complete a task.  T: The next level of instructional support is called **Guided Practice**. During guided practice, a student has an opportunity to apply the new skill or concept they are learning alongside or with assistance from the teacher and/or peer. Guided practice is a low-risk opportunity for students. They student can try out the new material without worrying about making mistakes; and the teacher is able to correct misconceptions and address questions that individual students (or groups of students) may have.  T: Our final level of instructional support is **Independent Practice**. This is when students have the chance to apply their new skill or concept without the assistance of their teacher (or classmates). Even though the student is doing the work on their own, Independent Practice is still a form of support for the student because they and the teacher can identify whether mastery has occurred.  T: When learning a new skill, students need the teacher to gradually give them more independence before mastering the skill completely on their own. We call this **scaffolding**. Scaffolding provides structured supports for students to help them attain a strong command of a new skill and/or concept. Scaffolding is often thought of as an “I Do, We Do, You Do” model.  T: Can someone explain what I mean by “I Do, We Do, You Do”?  S: It is when a teacher models an example, then the class does it together, and then the students do it on their own.  T: Of the instructional supports we discussed, which would be an example of an “I Do” way of scaffolding?  S: Direct Instruction  T: Which is an example of “We Do”?  S: Guided Practice  T: Which is an example of “You Do”?  S: Independent Practice  T: Scaffolding can look quite different depending on the content being taught, the age of the students, student experience, and classroom environment. In the Student Guide, you will find some examples of techniques for scaffolding that are commonly used in classrooms. Teachers often use scaffolding to break down goals into smaller, more easily understood pieces, to differentiate instruction for students with special needs, and to support students with limited English proficiency.  T: Let us look at some examples of these components within a lesson. In pairs, take 5 minutes review our lesson plan example. Look for one example each of Direct Instruction (I Do), Guided Instruction (We Do), and Independent Practice (You Do). Document your examples in the table in your student guide.  T: There is space in the student guide for three examples, but if you find more feel free to add them in the designated space at the bottom of the chart.  T: (Set timer for five minutes)  S: (Work with a partner to complete the table)  T: (Facilitate discussion about examples the group found, correct misconceptions or provide clarification if a group provides a non-example or has a question)  T: One of the final components of effective lesson plans includes a check for understanding at the end of the lesson. This is often done in a format called an **Exit Ticket**. An exit ticket is a tool used to assess what students have learned in a particular class period, often asking them to complete a task to demonstrate understanding.  T: We complete an exit ticket each day in this course. What do you think the benefit of an exit ticket is for the teacher?  S: (Answers will vary)  T: What do you think the benefit of an exit ticket is for the student?  S: (Answers will vary) | Student Guide  PowerPoint  Sample Lesson Plan- “A Story of Units-Tenths” (Eureka Math, Grade 4 Unit 4.6) |
| 10 mins | **Practice: The Water Cycle**  T: Now that you are familiar with the components that make up a lesson plan, let us identify these items with in a fifth-grade science lesson on The Water Cycle. Use the lesson to help you fill in the table in the student guide. You will have ten minutes to quietly work on this activity independently.  T: (Set timer for 10 minutes. Allow students to work independently but move throughout room to assist students who need help.) | Student Guide  Sample Lesson Plan: “The Water Cycle” |
| 5 mins | **Debrief:**  T: (after 10 minutes have passed) Let us discuss the components of this lesson plan.  T: (Review answers in table—some answers may vary)  T: This lesson plan example looks different than the math lesson we reviewed earlier today. However, they both contained the same components that make up an effective lesson plan.  T: What are the important components of an effective lesson plan?  S: Effective lesson plans usually contain objectives, direct instruction, guided and independent practice, scaffolding, and a formative assessment like an exit ticket. | Student Guide  PPT |
| 5 mins | S: (Students complete the exit ticket.) | Exit Ticket |