

Essentials of Daily Lesson Planning



ACTIVE LEARNING
FOCUS



FEEDBACK
FOCUS

SINGLE SESSION - Facilitation Guide

RESOURCES

- [Essentials of Daily Lesson Planning](#) (Google Slides)
- [Essentials of Daily Lesson Planning Thought Catcher](#) (Google Doc)

SESSION PREP

SESSION GOALS

After you lead this session, participants will be able to:

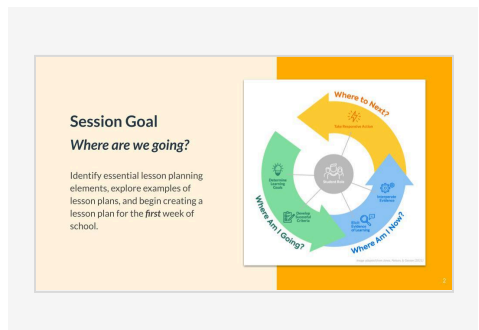
- Identify essential lesson planning elements
- Create lesson plans for the first week of school

HOW TO PREPARE

1. Preview the session activities that follow. Preview the resources listed on Page 1. Take note of any additions or changes you would like to make.
2. Make a copy of the [Essentials of Daily Lesson Planning](#) Google Slides. Edit for your needs.
 - *Add an image of your school's lesson plan template to Slide 8. Delete this slide if you do not have a school template.*
3. Make a copy of the [Essentials of Daily Lesson Planning Thought Catcher](#) Google document. Edit for your needs.
4. Ask participants to bring their devices and any planning tools - curriculum, standards, scope and sequence, subject guides, pacing guides, etc. - with them for individual and cooperative work during the session.
5. *Optional:* Print copies any school lesson planning templates for review on Slide 8.

SESSION FRAMEWORK

Slides 2-3



Session Goal
Where are we going?

Identify essential lesson planning elements, explore examples of lesson plans, and begin creating a lesson plan for the first week of school.

The diagram shows a circular process with four stages: *Where are we going?* (top), *Where are we going to?* (right), *Where are we going to do it?* (bottom), and *Where are we going to do it with?* (left). A central icon represents a person at a desk.

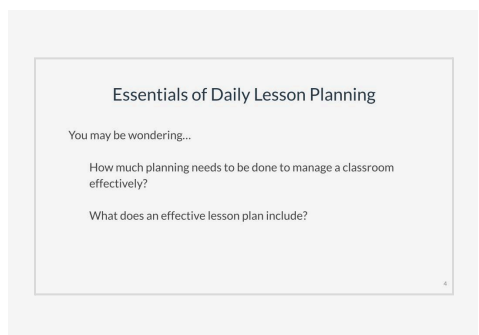


FEEDBACK FOCUS

Where are we going?

Ask participants to form small working groups for the beginning of the session. Consider grouping participants by the courses they teach, subject area departments, or by Humanities, STEM, electives, etc.

Slide 4



Essentials of Daily Lesson Planning

You may be wondering...

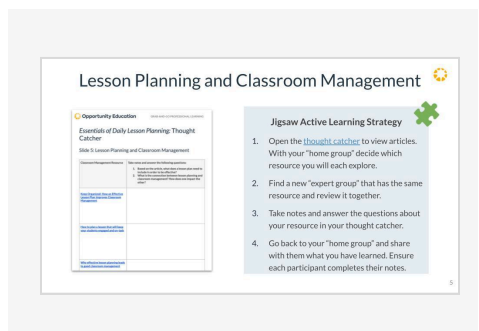
How much planning needs to be done to manage a classroom effectively?

What does an effective lesson plan include?

SAY: *How much planning needs to be done to manage a classroom effectively? What does an effective lesson plan include?*

In several activities today, you will explore these questions before you start making your own lesson plans. Let's start with the first question, "How much planning needs to be done to manage a classroom effectively?"

Slide 5



Lesson Planning and Classroom Management

Essentials of Daily Lesson Planning Thought Catcher

Jigsaw Active Learning Strategy

1. Open the [Thought Catcher](#) to view articles. With your "home group" decide which resource you will each explore.
2. Find a new "expert group" that has the same resource and review it together.
3. Take notes and answer the questions about your resource in your thought catcher.
4. Go back to your "home group" and share with them what you have learned. Ensure each participant completes their notes.



ACTIVE LEARNING

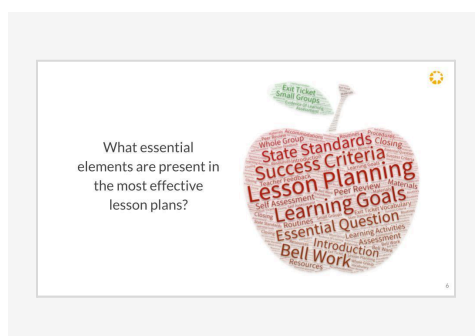
Explain to participants that their current small group will become their "home group" for the [jigsaw activity](#). Participants will break up into different "expert groups" to complete their investigation of an article, before returning to share their findings with their "home group."

Ensure each participant has a copy of the thought catcher. Thought catchers should be completed once the jigsaw activity is completed, before moving on from this slide to the next activity.

SAY: You will explore 3 resources about lesson planning and classroom management using the jigsaw active learning strategy. Take notes and answer the questions on your thought catcher.

1. With your “home group” decide which resource you will each explore.
2. Find the “expert group” that has the same resource and review it together.
3. Take notes and answer questions about the resource in the thought catcher.
4. Go back to your “home group” and share with them what you have learned.

Slide 6



Ask participants to return to their seats if they have moved around the room.

SAY: What essential elements are present in the most effective lesson plans? Where do you start your planning? What elements do you see here?

Allow time for participants to share what they see out loud with the whole group.

Slide 7

Essential Lesson Planning Elements

Example lesson plans help us...

- understand **what** the essential elements are and
- **how** to include them in a lesson plan is to look at examples.

With your partner...

1. Open your thought catcher and review the table of essential lesson planning elements.
2. Review the example lesson plans; identify the elements you see and take notes about how each is used in the plans.

SAY: An effective way to understand **what** the essential elements are and how to include them in a lesson plan is to look at examples.

Open your thought catcher and review the table of essential lesson planning elements. Review the 3 example lesson plans with a partner sitting next to you, identify the elements you see, and take notes about how each is used or incorporated into the plans.



TIME CRUNCH

If time for this session is limited, choose one lesson plan to review either in small groups or as a whole group and allow time to share.

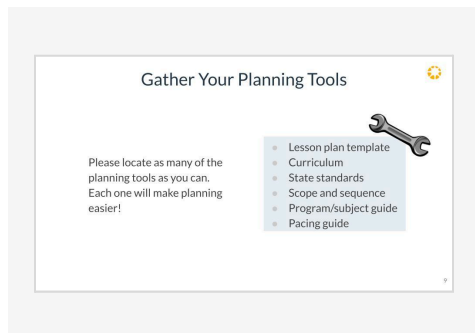
Optional Slide 8



Hand out printed or digital copies of your school's lesson plan template. If you do not have one, you can delete this slide.

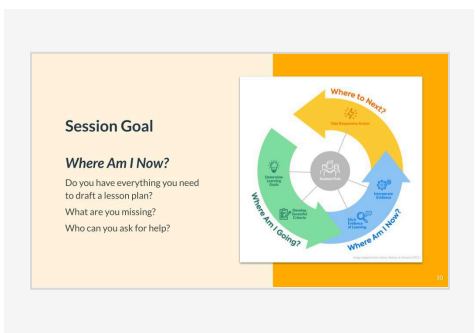
SAY: *This is our lesson planning template. Take a few minutes with your partner to become familiar with this template. Identify the elements you see already and where you may want to add in more on your own.*

Slide 9



Allow time for participants to get out their planning tools. You may decide to allow teachers who are teaching the same courses to sit and work together.

Slide 10

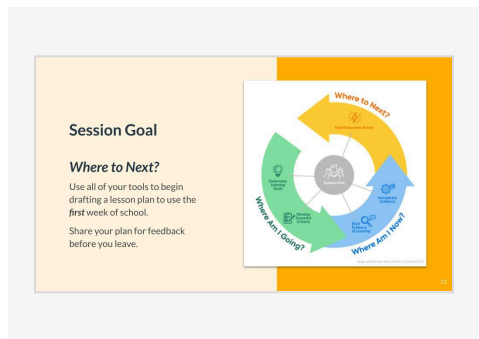


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Where am I now?

Check in with participants to make sure they have all of the tools they need and are ready to draft a lesson plan. Answer any of their outstanding questions or find the appropriate staff member who can.

Slide 11



Session Goal

Where to Next?
Use all of your tools to begin drafting a lesson plan to use the first week of school.
Share your plan for feedback before you leave.

The diagram shows a circular process with four stages: 'Where Am I Now?' (bottom), 'Where Am I Going?' (left), 'Where to Next?' (top), and 'Where Am I Now?' (right). Each stage is represented by a different colored arrow pointing clockwise, with icons for each: a person for 'Where Am I Now?' (top), a gear for 'Where Am I Going?' (left), a lightbulb for 'Where to Next?' (top), and a person for 'Where Am I Now?' (right).



FEEDBACK FOCUS

Where to next?

SAY: *You've gathered your tools. You're familiar with your template. Now, use the tools and the template to compose a **daily lesson plan**. You may want to consider composing a plan for one of the first days of school, or even the whole first week. Share your plan with _____ (another teacher, department lead, facilitator, etc.) for feedback before you leave.*



TANGIBLE TAKEAWAY

Ensure participants know who to share their lesson plans with for feedback. This might be another teacher, department lead, facilitator, etc.

Get more resources like this at www.opportunityeducation.org/resources