

LESSON PLAN DESIGN

Planning Backwards

What do you want your students to learn?

Minutes

1) Do-Now: Post in the front of the classroom

5

- Connect to the Lesson Objective/Aim
 - Expectations & Modality
- Is the modality for do-now clear?
- Collect do-now or submit digitally
- Sharing Do-Now: Sharing out is not always needed; pre-determine if it fits your end goal

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2) Mini-Lesson: Remember that the mini-lesson should be broken up, not taught all at one time

- Keep the end goal/destination in mind for each part of the mini-lesson
 - Keeps you and the students on track
 - Allows you to stay on task and for frequent formative assessment



**NO MORE THAN
15 MIN TOTAL**

3) Mini-Lesson Segments

- Present key material/information
 - Frontal (teacher, video, slides)- use active listening protocols/templates
- Remind students of the expectations

5

per segment

4) Check for Understanding Segments: Remember to collect it, have students submit, or “check it off” = accountability

- You can use multiple ways
 - Quick Google form
 - Pear Deck, Question
 - Post-its, white boards, paper signs, **STOP** & **GO**

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5) Continue with Lesson Segments and Checks for Understanding



6) Independent Work

- Independently, pairs, small groups
 - Be sure directions are very clear and observable during work
- Indicate directions in multiple ways (oral, written, digitally)
 - This helps students who ask, “What do I do?”



7) FINAL CHECK FOR UNDERSTANDING

- Exit Ticket
 - However submitted, it is how you will be able to answer, How do I know they learned it



How will you get there?