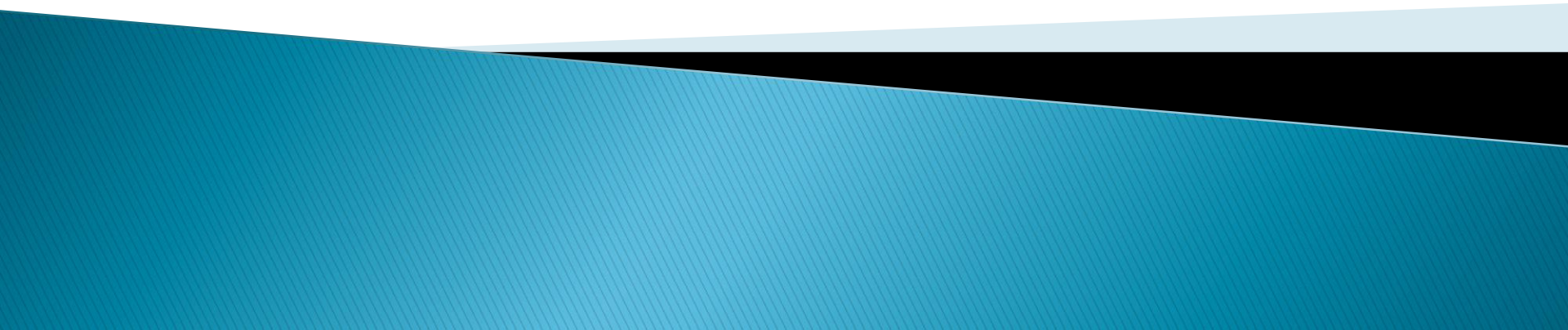


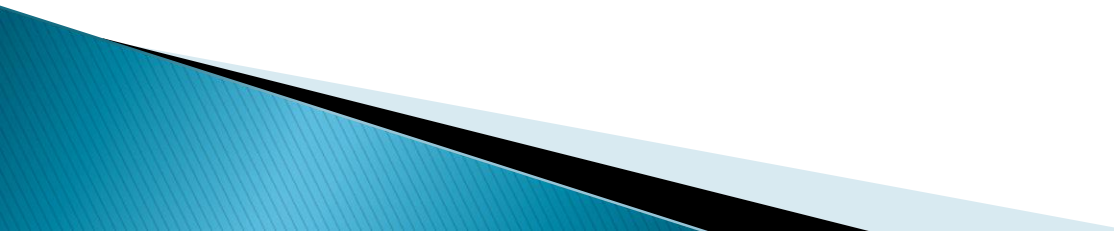
# Lesson Planning and Classroom Management go Hand-in-Hand.

When lessons are carefully planned and students are engaged, there are less classroom management issues.



# Every Lesson Has a Beginning, Middle and End

You want to utilize class time efficiently:  
The best way to engage, stimulate and keep  
misbehaving from misbehaving is to plan  
lessons in sharp time increments: 5 minutes  
for a Do Now; 5 minutes to introduce lesson;  
10 minutes for a minilesson; 10–15 minutes  
for group work; 5 minutes to wrap-up lesson;  
5 minutes for DOL.



# Do Now

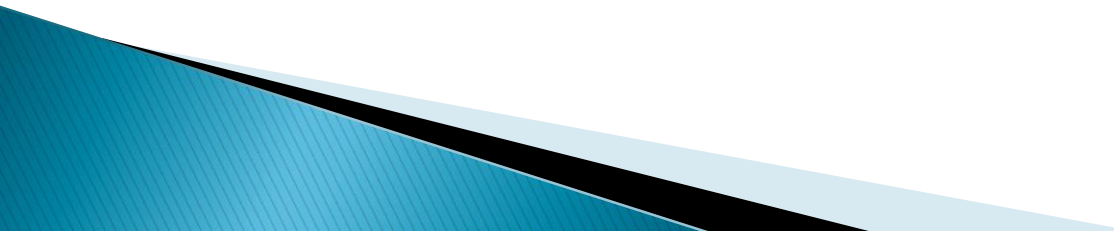
- ▶ Do Now should reflect work from previous day
- ▶ Maybe a question to reflect what they're learning – synthesizing information
- ▶ Challenging yet attainable
- ▶ Simple – 2 problems/one question that requires a couple of sentences
- ▶ Decide when you are going to review Do Now
  - Right after they've completed it or at the end of class?
- ▶ Are you going to collect it, or are you going to walk around to ensure they've done it properly? (they've put some effort into it)

# Student Learning Objective on board EVERY DAY


An SLO is a statement that describes what students will be able to do by the end of a lesson.

- ▶ SLO derived from CCSS, written, and clearly stated before lesson begins in child-friendly language.

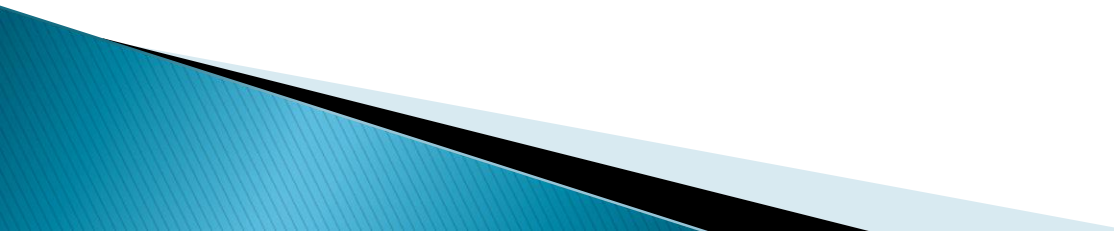
The Statement includes the Behavior – Action words, so students are clear about the lesson's intended outcome. **Bloom's Taxonomy**



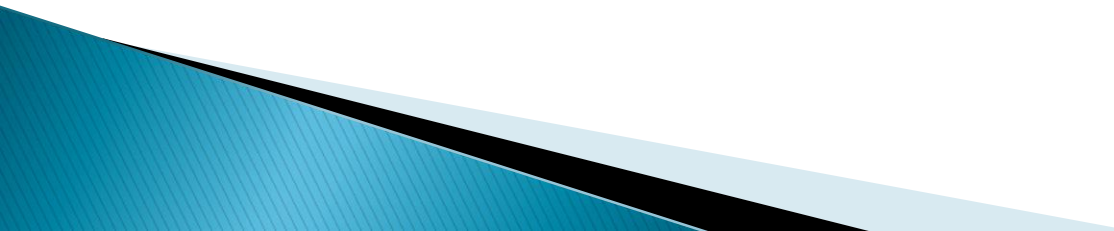
# Student Learning Objective

- ▶ It sets an intention: what are we going to accomplish today?
  - ▶ We will...
  - ▶ Read the statement to them and explain what you will be learning. This is so important. Gives them a chance to put their Math Hat/Science Hat on.
- 

# Examples of SLOs

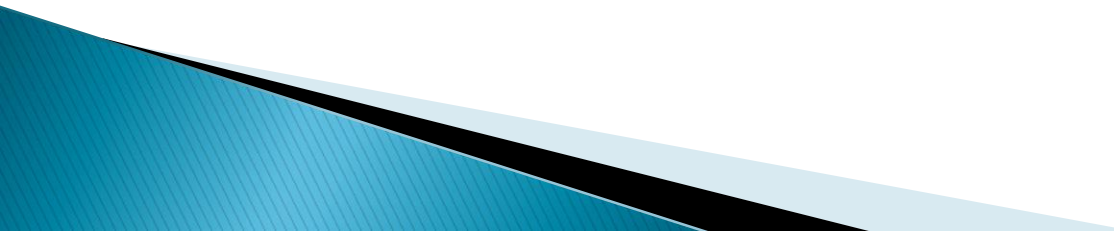
- ▶ We will practice adding and subtracting decimals. (knowledge)
  - ▶ We will apply our knowledge of adding and subtracting decimals by creating word problems that our classmates will solve  
(Application/Analysis/Synthesis)
- 

# Schema

- ▶ Quickly review what you accomplished/learned the day before
  - ▶ Discuss how today's lesson expands upon yesterday's
  - ▶ Present minilesson
  - ▶ Preplanned groupwork: Pairs? Small groups? Large groups? Homogeneous? Heterogeneous?
- 

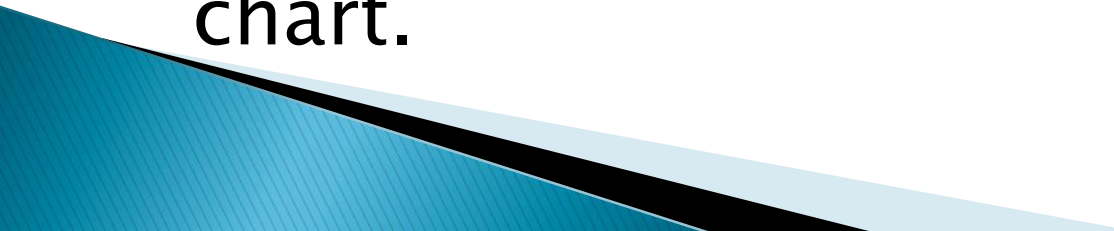
# Schema

When you set the intention for the lesson, you are activating schema. You are providing background knowledge or helping them access what they may already know about the subject. Doing this helps students connect to the lesson, which in turn deepens their comprehension.

- ▶ Simple strategies: Use technology to show students a short clip or pictures.
  - ▶ Read aloud from a picture book.
  - ▶ Create a K-W-L chart, which is separated into at least three sections: What you already know; what you'd like to learn; and then what you've learned as the lesson progresses.
- 



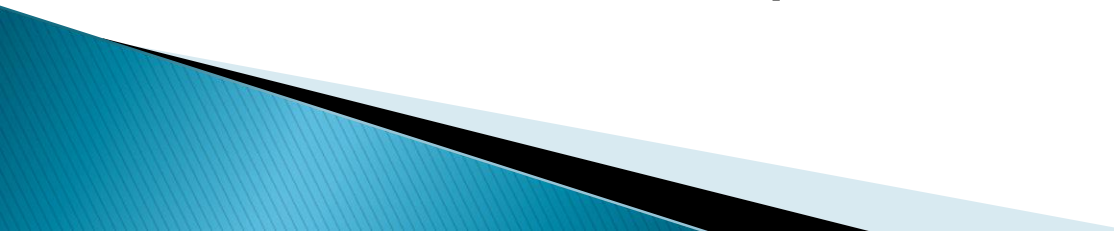
# Think–Pair–Share

- ▶ Students think about what they already know about the topic and then turn to a partner and share their information. The most important part of a think–pair–share is that students get a chance to share with the whole class after they've shared with their partner. You could write their answers in a Web as a brainstorm or you could start a K–W–L chart.
- 


# Minilessons

As you plan a lesson, how can you break it down, so you are not lecturing for the entire period? How can you present material in 5–10 minute increments so students have time to work in groups and be engaged? When I first started teaching, I used a timer to train myself to teach in minilessons.

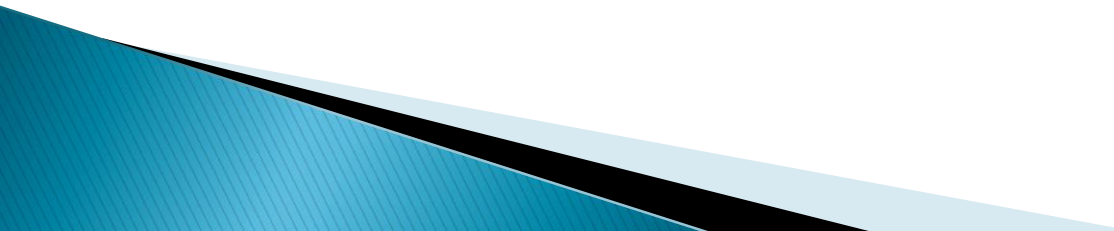
It takes practice and commitment, but it's worth it. You want to teach one concept, and then give students time to practice and master that concept.



# Group work

- ▶ Meaningful
  - ▶ Synthesizes lessons (how are you bringing information all together)
  - ▶ You are walking around to ensure students are talking the talk and staying on task
  - ▶ Gives you a chance to support someone one-on-one if needed (and it always is!)
  - ▶ Break up assignment into smaller increments (pause after first problem to review; then have students move on to next problem)
  - ▶ Work in sharp time increments (timer on Smart Board)
- 

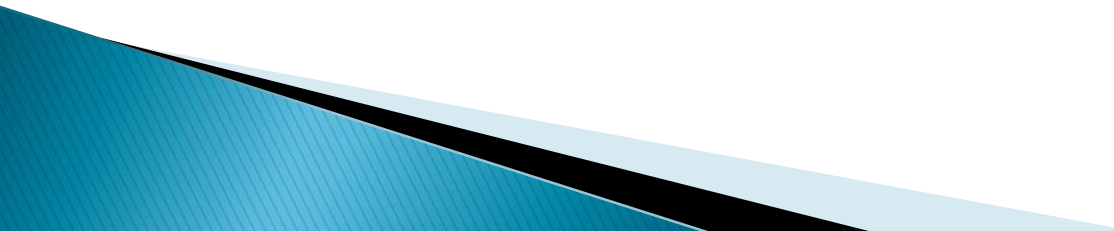
# Organizing Group Work

- ▶ If you want to create a large group, you need to make sure your classroom can accommodate that. Is there room for them to spread out to work comfortably? Will each member of the group have a task? Everyone should have a responsibility. What tasks will they work on? Are they challenging enough to keep the group focused and on-task? Sometimes when you assign large groups, it takes them longer to get organized because of the adjustment to everyone's needs. Will they have this time build into the project?
- 

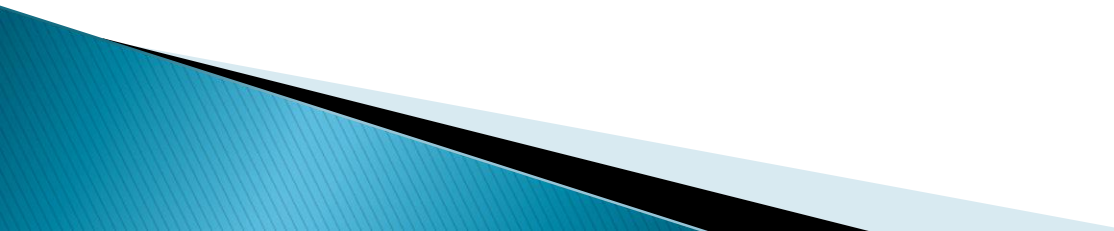
# Walking Around Ensures Success

As they are working, you are walking around supporting them. You can see who understood the lesson and who needs support. This is a great time for you to help struggling learners. You can personalize instruction on the spot and give a student the exact information, skill or strategy that would be most beneficial at that moment. I've found that this makes all the difference in a student's academic abilities.


*The most beneficial differentiated strategy is walking around and working with students individually.*



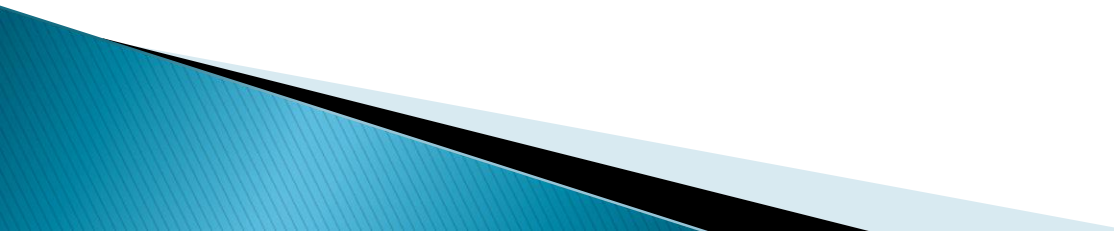
# Group Work = Movement and Discussion

- ▶ An engagement strategy could be completing a graphic organizer, working on word problems, solving a problem, answering guided reading questions – any activity where students have time to think and discuss their answers. It's also a great time to get them moving around the room. Perhaps they can work at board, you can tape chart paper to a wall and have them stand and work there. Others can meet in different parts of the room. It's important to give student a chance to move and converse as part of a lesson.
- 

# Every Lesson Needs a Wrap Up


- ▶ Build in time to review work students accomplished.
  - ▶ Students have learned the information, they've worked together to analyze and synthesize it, now they need time to verbalize what they've learned. When I ask students, "What did you learn from this lesson?" it tells me a lot. I call on random students to hear their answers. Some can articulate what they've learned. Others need prodding to put their thoughts into words. By verbalizing what they've learned, they are deepening their understanding of the lesson. It brings an end to the lesson; you can tie loose ends if students still have questions or if they don't completely understand something.
- 

# Value of Wrapping Up

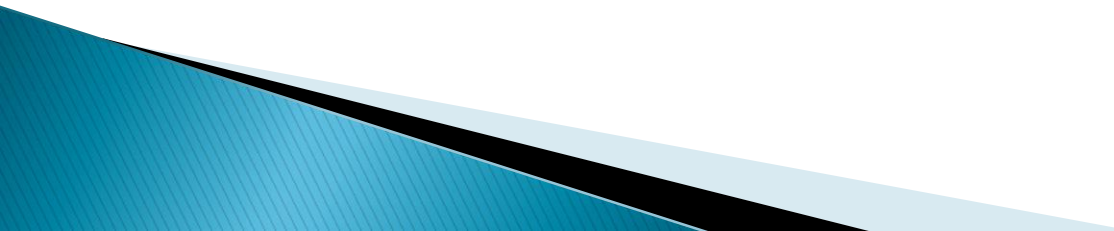
- ▶ If students can't answer the question, "What did you learn today?" then you know that the information didn't reach them. It's so important that we know where students stand in the learning process. This ensures daily that I'm in touch with my students' abilities. For me, if students fail a test, I feel it was more a reflection of my teaching and that I was out of touch with their needs.
- 



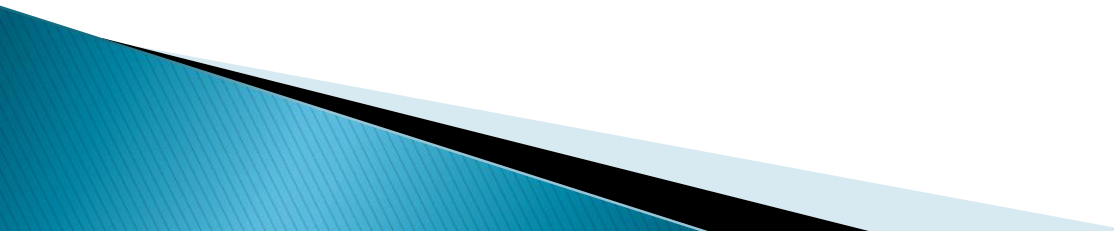
# Demonstration of Learning (DOL)

- ▶ A DOL is how a student demonstrates that she/he has learned the lesson objective.
  - ▶ Always completed individually.
  - ▶ Criterion (criteria) statement that specifies how well the student must perform the behavior
  - ▶ A DOL is not a quiz or homework
    - ▶ A quick assessment at end of lesson.
    - ▶ You've explained what you want to teach
    - ▶ They've practiced the skill(s) in groups while you walked around supporting them
    - ▶ Now they demonstrate the skill on their own.
    - ▶ It could be a problem they complete
    - ▶ Something written
- 

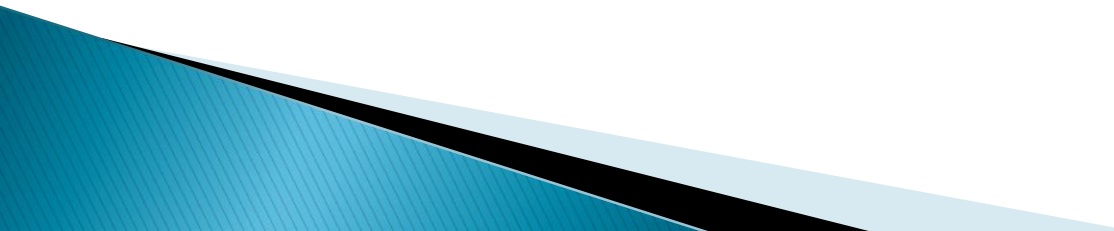
# DOL Criteria

- ▶ Tied directly to an SLO and CCSS
  - ▶ Can be accomplished in five to eight minutes – No More!
  - ▶ Just 2–3 problems
  - ▶ Varies day to day
  - ▶ Simple
  - ▶ Designed before the lesson is conducted
- 

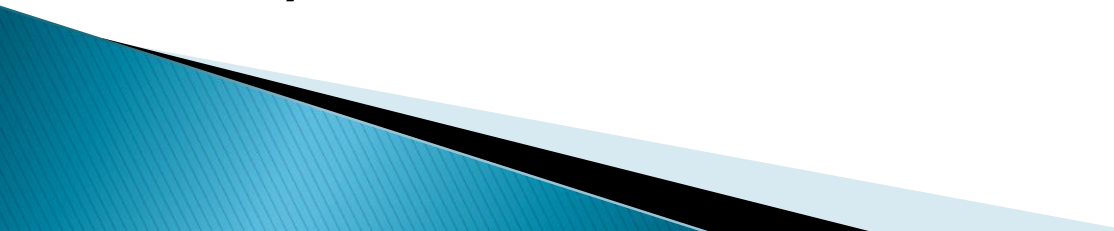
# Various DOL Methods

- ▶ Practice Skills / Performance Tasks  
(manipulatives, writing and/or solving word problems, drawing, creating diagrams)
  - ▶ Answers on Dry Erase Boards
  - ▶ Graphic Organize
  - ▶ Exit Card (index card or plain paper)
- 

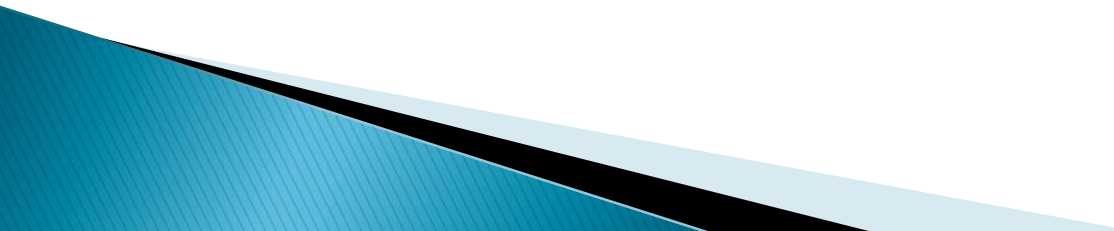
# Exit Card

- ▶ You are studying cells in science – use 3 vocabulary words from the chapter to describe a cell. (1–2 sentences)
  - ▶ You can choose to collect it, but I strongly recommend that you walk around and read everyone's answers while they're working. I would even have clipboard to document classes' answers.
  - ▶ The information will help you target instruction and inform you of who needs help the next day.
- 

# Homework/Testing

- ▶ Meaningful
  - ▶ Consider time and fact that they have homework in other subjects – keep it reasonable.
  - ▶ Are you going to collect it? Review it? Grade it?
  - ▶ Think about quality of test you're going to give.
  - ▶ Ask other teachers and students: are they having tests/quizzes in other classes that day? Don't want to overwhelm them.
- 

# Materials / Resources / Technology

- ▶ Please limit the number of handouts. As you plan lessons, engagement is foremost.
  - ▶ Be creative with resources
  - ▶ Plan for technology
- 

# Materials/Resources/Technology

Materials, resources and technology are essential dimensions to learning

- ▶ Will the students use props or manipulatives to learn?
- ▶ How are you going to get the brain and hands to work together? What hands-on, tactile component can you use?
- ▶ How can you integrate the Smart board or ipads?
- ▶ Can you play a video for your auditory learners?
- ▶ Can you create an interactive element for the students where they can get up and work at Smart board for your kinesthetic learners?
- ▶ Do you have picture books or informational texts with wonderful pictures to pique students' curiosity?
- ▶ Do you have a graphic organizer that will help them sort and categorize the information they are learning?
- ▶ Do you have pictures for your visual learners? Do you have board games or dice games? A map? Other activities?

*All you have to do is Google a keyword, and you will find hundreds of creative resources and ideas at your fingertips.*