



Gulfport School District Essential Lesson Plan Elements

Lesson Elements	Time	Description	Teacher(s) Roles
Bellwork & Anticipatory Set	2-7 min.	<p>Instruction begins as soon as students enter the room. The teacher(s) focus the students' thoughts on what will be learned (Tie in yesterday's lesson with today's lesson. Get them interested.) Anticipatory set is defined as a short activity or prompt that focuses the students' attention before the actual lesson begins. Used when students enter the room or in a transition to begin the lesson.</p> <p><i>(Hand-out, review questions on the board, two short problems, interesting read, short video, etc. This can be combined with bellwork)</i></p>	<p>One teacher is at the door greeting students by name and welcoming them to class. The other teacher is walking the room assuring students begin work and assisting with organizational skills to begin lesson.</p> <p>Both teachers work together to build background and "hook" students for the upcoming lesson.</p>
Objective (Standard)	1-3 min.	<p>Students learn more effectively when they know what they are supposed to be learning and why. Teachers also teach more effectively when they have the same information. Explicitly state the learning objective through target and essential questions so the students know what they are expected to learn and how they will know they have learned it.</p> <p><i>(Objectives / I Can statements on the board & reviewed prior to beginning instruction, Essential Questions, Goals, etc.)</i></p>	<p>One teacher refers to the objectives and states the goals for the day.</p> <p>The other teacher adds input when possible and walks the room.</p>
I do	Input	<p>10-15 min.</p> <p>The new knowledge, process or skill must be presented to the students in the most effective manner. Input includes the vocabulary, skills and concepts the teacher(s) will impart to the students, the information the students need to know in order to be successful.</p> <p><i>(Examples: discovery, discussion, reading, listening, observing, vocabulary instruction, thinking maps, graphic organizers, Frayer model, Tier II and III vocabulary, anchor charts, etc.)</i></p>	<p>Teachers share this role by piggy-backing off of each other during instruction. While one is speaking the other is mobile in the room or sitting beside high need(s) students ensuring they are engaged in the lesson and paraphrasing or reteaching as needed.</p> <p>Both teachers should work together in the planning and delivery of each lesson.</p>
	Modeling	<p>1-3 min.</p> <p>It is important for the students to "see" what they are learning. It helps them when the teacher(s) demonstrate what is to be learned. The teacher(s) show a graphic or demonstrates in a concrete way exactly what the finished product looks like.</p>	

	Lesson Elements	Time	Description	Teacher(s) Roles
	Checking for Understanding	2-5 min.	It is important to make sure the students understand what was presented. One way this can be done is by asking the students questions. The teacher(s) use a variety of questioning strategies during the lesson to determine “Got it yet?” and to reflect on the pace of the lesson: “Should I move forward or back up?” <i>(Examples: questioning, formative assessments, teacher observations, annotated notes, etc.)</i>	While one teacher is questioning or using a formative assessment strategy (thumbs up/thumbs down, observation, Acti-votes, technology enhanced activities, etc.) the other teacher should be looking for feedback and responses from students and keeping annotated notes (who is getting it, who is not, what needs to be retaught, etc.) Both teachers should be watching for cues throughout the lesson and making notes as needed for reteaching needs.
We Do	Guided Practice	10-15 min.	The students practice the new learning under direct supervision of the teacher(s). The teacher(s) lead the students through the steps necessary to perform the skill using a trimodal approach: hear/see/do (scaffolded instruction)	Teachers share this role. Both teachers piggy-back off each other during instruction. While one is speaking the other is mobile in the room or sitting beside high need(s) students ensuring they are engaged in the lesson.
You Do	Independent Practice	5-15 min.	When the teacher(s) are sure the students understand the new material, they assign independent practice. The teacher(s) release students to practice <u>on their own</u> based on learning that has occurred during the previous steps.	Both teachers are mobile in the room, up and down aisles To ensure all students are on task, making notes of those who may need additional support in the future. Both teachers make sure students have accommodations needed, but they do not scaffold at this time. <u>All</u> students will work independently to demonstrate understanding.
	Closure	3-5 min.	At the end of each lesson, the teacher(s) review or wrap up the lesson by posing a question for the class: “Tell us or show us what you have learned today.” Closure is not necessarily an end point, but more of a final “check for understanding” used at the end of a class period. <i>(Examples: formative assessments, exit slips, wrap-up, prepare for transition to next lesson, etc.)</i>	One teacher closes lesson, the other monitors for organization and makes sure homework is written down correctly. This continues as students exit, one teacher is at the door. This should alternate. For example, if one teacher greeted students upon entry, the other may greet at exit of lesson.

Taken from: <https://www.doe.in.gov/sites/default/files/turnaround-principles/8-steps-effective-lesson-plan-design-madeline-hunter.pdf>

Note: This is not intended to be a rigid format. The times are estimates and may vary based on lesson content. For example: Some lessons may require more input than practice and vice versa.