



Session Plan Example

Session: Lesson Planning 101

[Make this template a google doc](#), so you can collaborate with co-instructors and/or the KSS team easily. Session plans, or links to session plans, should be sent to kssprogramming@kipp.org by June 21 for feedback.

First, answer these three questions to ensure your session models best practices in adult learning. Answer these questions by 4/14, so your session description can be written with this information in mind.

Key Question	Write your answer
1. What are the objectives?	<p><i>Please describe (3 – 5 bullets) what you will accomplish in this session.</i></p> <p>Participants will be able to:</p> <ul style="list-style-type: none">• Use a standards-driven, step-by-step process for creating rigorous lesson plans.• Align independent practice to their objective when crafting lesson plans.• Break down necessary knowledge and skills in a specific standard to script the introduction to new material in student-friendly language.• Create or select guided practice and CFU opportunities to enable students to move from direct instruction to independent practice.
2. How will you ensure that participants have hands-on practice?	<p><i>Describe how you'll have participants role play, use real data, and/or react to case studies, etc.</i></p> <ul style="list-style-type: none">• Practice is scattered throughout the session, so participants have dedicated time to focus and practice targeted skills• In addition to having time to work with examples in partnerships, they also have time to apply what they learn to their own context by working with objectives that they brought into the session with them.
3. What specific activities will you use to ensure that ratio of instructor talk to participant engagement is 40/60?	<p><i>Please describe the instructional moves you will make to drive participants to engage with material and connect with learning.</i></p> <ul style="list-style-type: none">• Scripting out the key points that participants need to know, and limiting myself to sharing those. Using visual anchors in the slides to make concepts “sticky” and avoid overtalking.• Reinforcing key points by asking participants to review an example and non-example of the concepts I’m teaching.• Building in 10-12 minutes of practice time after the introduction of any new material, so participants can isolate the skill and practice it immediately after learning it.• Building in time for participants to practice bringing it all together during a 27-minute block of work time.• Creating purposeful moments for participants to self-reflect and debrief in pairs or at tables.



Some hyperlinks direct you to KIPP Share. If you don't have a login, use the following: Username: kss-facilitator@kipp.org Password: Summit2017

Session Plan & Details

TIME complete by 6/7	SESSION PART complete by 6/1	DESCRIPTION complete by 6/1	MATERIALS complete by 6/15
12 min	Introduction, Hook, Activator	<p>As people enter the room, have them sit with people who teach the same grades/content.</p> <p>Introduce my background and expertise, highlighting my lack of technological know-how. (2 minutes)</p> <p>In the blank space of their interactive handout, participants will write a quick lesson plan about how to use Instagram (5 minutes). Ask two participants to share out.</p> <p>Participants will play “That’s Me!” as an Activator and to illuminate some of their lesson planning habits. Presenter will show a slide, if the slide is true for the participant, then the participant will stand up and say, “That’s Me!” with gusto.</p>	PPT slides 1-9
3 min	Overview of Lesson Planning Template/Process	<p>Presenter will display objectives for participants to read aloud.</p> <p>Presenter will display lesson plan template and highlight the order in which the participants will move through the template.</p>	PPT slides 10 – 11, lesson plan template
20 min	Getting to First Base <i>Independent Practice & Exit Tickets</i>	<p>1) The presenter will explain the following key points (2 minutes):</p> <ul style="list-style-type: none"> • Create independent practice/exit ticket first to guarantee alignment with your objective. We start here, so that the lesson is designed with the end in mind. • The verb from the objective needs to match the action in the independent practice. • Be specific. Explain what? Model what? Define the level of rigor! What does achieving that objective really look like? Use your resources to help yourself find models! <p>2) Presenter will show an example and a non-example of an independent practice that is aligned to the objective.</p> <p>3) Participants will compare and contrast the two examples in a pair/share format (using the guiding questions on their interactive handouts). (5-6 minutes)</p>	PPT slides 12-13, Interactive handout, Lesson planning template

Annotations




1. Start with activities that let you learn about the prior knowledge and experience of the audience. Use this info to tailor your session.
2. Get people moving or doing work as quickly as possible to get attendee attention and set a bar for engagement for the rest of the session.
3. Script out key points and stick to them to ensure that the must know information is presented clearly.
4. Avoid talking at attendees. Whenever possible, have attendees drive the learning. This keeps them engaged and helps deepen their knowledge.

		 <p>4) Participants will create an independent practice that aligns with a selected Common Core anchor standard or Geometry Common Core standard and then check-in with their table. The presenter will circulate and provide spot feedback (10-12 minutes).</p>	
<p>20 min</p> 	<p>Script. <i>Scripting an Introduction to New Material</i></p>	<p>1) The presenter will explain the following key points (2 minutes):</p> <ul style="list-style-type: none"> • Break down your objective into chunks of skills and knowledge your students need. What are the steps? What words do they need to know? How does this information fit into the context of what they already know? • Script it out, word for word. Economy of words. Make sure the length is age-appropriate. What are you doing while you speak? • Decide what your students will be doing during this time. Listening? Taking notes? • Double-check your introduction to new material against your independent practice. Do the students have all the information that they need to do the independent practice? <p>2) Presenter will show an example and a non-example of an independent practice that is aligned to the objective.</p> <p>3) Participants will compare and contrast the two examples in a pair/share format (5-6 minutes).</p> <p>4) Participants will create an introduction to material in their interactive handout and then check-in with a partner at their table. The presenter will circulate and provide spot feedback (10-12 minutes).</p>	<p>PPT slides 14-15, Interactive handout, Lesson planning template</p>
<p>20 min</p>	<p>Mind the Gap. <i>Guided Practice and Checking for Understanding</i></p>	<p>1) The presenter will explain the following key points (2 minutes):</p> <ul style="list-style-type: none"> • Determine what the students need to practice and in what order. Can you lead them through, step-by-step? • Decide how you would like the students to practice. Individually? In groups? • Decide how students will show what they know. Options include TPS, whiteboards, card games, total physical response, charades, electronically, individually... 	<p>PPT slides 16 - 17, Interactive handout, Lesson planning template</p>

Annotations



5. Chunk DI so attendees have time to learn a discrete skill and apply it right away. This lets them perfect skills in isolation before being asked to put it all together.

6. Think carefully about how much time the instructor is talking. Leave as much time as possible for attendees to engage, apply, and practice with content.

		<p>2) Presenter will show an example and a non-example of an independent practice that is aligned to the objective.</p> <p>3) Participants will compare and contrast the two examples through a pair/share (5-6 minutes).</p> <p>4) Participants will create guided practice and checking for understanding opportunities in their interactive handout and then check-in with a partner. The presenter will circulate and offer spot feedback (10-12 minutes).</p>	
3 min	CFU & Regrouping	<p>Presenter will have a sheet of butcher paper hanging on the wall in the room with a line on it. ↔</p> <p> Presenter: On a scale from “I’m still lost” to “I’m a master lesson planner” I want you to put your sticker on the continuum to show where you think you are so far to meeting our objectives. Participants will put their sticker on the board.</p> <p>Presenter: Now, thinking about where you put your sticker. Think about what component of the lesson plan you could improve to move you up the line. If it’s Getting to First Base, group together [here]. If it’s Script, group together [here]. If it’s Mind the Gap, group together [here]. If you don’t know where to go, pick the one you think you want more practice improving.</p> <p> As an individual, and with the help of your peers, you are going to create your own lesson plan with the objective you brought with you. You will have 25 minutes to try on your own. At the end of this time, you should be ready to swap the lesson plan with a partner to receive feedback on it.</p>	PPT slide 18, Interactive handout, Lesson planning template
27 min	Practice Makes Perfect	<p> Using the objectives brought with them, participants will write another lesson plan from start to finish in groups. When they get to the portion of the lesson that they wanted to focus on, the instructor will be there to support and circulate among the group. Each group will also have a resource sheet with additional references to help them improve their lesson planning in that area.</p>	PPT slide 19, Interactive handout, Lesson planning template
5 min	Intro to Feedback & Break	<p>Presenter: You should now have a lesson plan that you’ve created on your own. We’re going to break for 25 minutes.</p>	PPT slide 20, Interactive handout, lesson

Annotations

7. Build in time for attendees to evaluate and share their progress mid-session. Use this to tweak your session to ensure objectives are met.
8. Share expectations for what should be completed by the end of practice time. Help attendees see how that will be used later in the session.
9. Make the practice activity relevant to the attendees. Give them an opportunity to put all the parts together in the session.

		You should take some time to stretch and move around, but you will also take 5 – 10 minutes to review the lesson plan of your partner against the lesson plan checklist to give feedback on how well they did with applying what we learned today. When we come together at the end of this break, you should have a filled out checklist and 2 bits of qualitative feedback (one glow, one grow) for your partner.	plan, lesson plan checklist
25 min	Break & Feedback 	Participants will break and evaluate lesson plans. Partners should evaluate against the lesson plan checklist and look for a glow and a grow to share with the lesson plan author.	Lesson plan of partner, Lesson plan checklist
15 min	Personal Reflection, Commitments 	Presenter: Return feedback to your partner. Review the feedback from your partner. Having participated in the lesson planning process and after receiving feedback from your partner, please jot down 3 key points to take-away. Participants will record their take-aways and then share them out to the group. Participants will complete a personal reflection that includes a public victory, a public commitment, and a private commitment. Participants will share their public victories and public commitments with the group. KSS evaluation forms.	Interactive handout

Session Logistics

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Session Length: 120 minutes	Room Arrangement ___ rounds ___ classroom ___ other (please describe)
Intended Audience: new teachers, new to KIPP teachers	Session Materials: PowerPoint, interactive handout, lesson plan, lesson plan checklist

Annotations

10. Make sure that attendees are getting feedback when they practice. Providing rubrics, sentence starters, etc. will help keep feedback focused.
11. Give attendees time for personal reflection so they can think about how this knowledge will apply once they leave the session.
12. In addition to planning the session, think about the physical setup of space and the things you will need to ensure proper content delivery.