



The 5 Minute Lesson Plan (2021)

Supporting teachers, worldwide



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Classroom Ideas, Teacher Training & School Resources

Although the dialogue regarding lesson plans has shifted dramatically over the last decade, it is still a major burden for teachers, particularly new teachers to the profession. Some have a curriculum structure. Others have none.

As teachers master their subject knowledge and managing student behaviour, planning a coherent sequence of lessons alongside a busy curriculum can lead to lesson planning becoming a serious workload burden. All teachers need to enter each lesson with a coherent plan. This can be challenging when repeating 20+ times a week.



This updated plan is inspired by my work with teachers across the globe to reduce this workload, and redesign lesson planning informed by research and cognitive science.

I hope the **#5MinPlan** changes your working life!

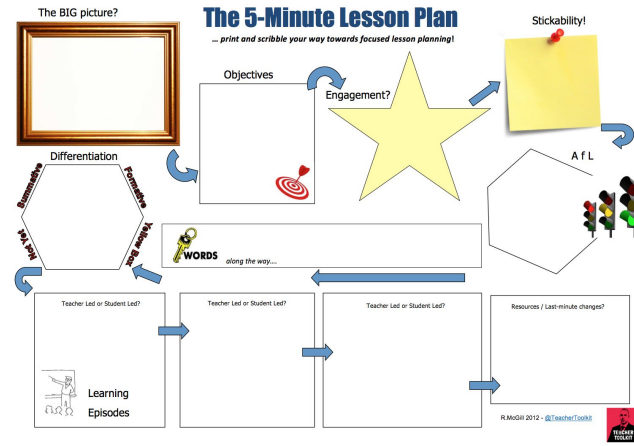
3 Approaches to Lesson Planning

[illegible]

Are you aware of the various types of colour blindness?	Yes/No/Don't know (tick one)	
Understand the categories of primary and secondary colour	Remember to identify and construct use of colour	
Information / WHAT YOU LEARNED 1. Name all the primary colours 2. Name all the secondary colours	Differentiation / HOW YOU LEARNED 1. Use colour to explain the importance of colour 2. Use colour to explain the importance of colour 3. Use colour to explain the importance of colour	Differentiation / HOW YOU LEARNED 1. Use colour to explain the importance of colour 2. Use colour to explain the importance of colour 3. Use colour to explain the importance of colour
Resource needed: Pencils, glue, A4 paper, colour, construct, pencils, simple lines & pictures, geometric shapes		
Assessment for Learning:	1. Use a 'recognise-here primary and secondary, copy template' task 2. Use a 'recognise-here primary and secondary, copy template' task 3. Use a 'recognise-here primary and secondary, copy template' task	
Homework:	1. Use a 'recognise-here primary and secondary, copy template' task 2. Use a 'recognise-here primary and secondary, copy template' task 3. Use a 'recognise-here primary and secondary, copy template' task	
Opportunities for ICT:	Design a colour wheel using ICT / Create a Flipgen net	
Opportunities for Literacy	Calculate the measurements of a Flipgen shape; one triangle	
Opportunities for Citizenship	Working in pairs/groups to make/feedback/identify patterns	
Opportunities for Behaviour	Identify and use graphic symbols/construct construction	
Risk Assessment:	Scissor and glue safety; sharp marks on toys	

Quick Plenaries

- 1) Picnary Prediction – what will happen if we...?
- 2) Match word cards and definition cards. Can be done as card sort or snap.
- 3) Why do you think this? Spend 1 minute composing a response before you reply.
- 4) Use coloured images to spot the difference – one picture could contain false information e.g. raps, flags in a different colour.



0

The Big Picture

Curriculum plan
Prior knowledge
Schema to develop
Group / timings



The 5 Minute Lesson Plan

...scribble your way towards purposeful planning!

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1

Objectives

Break down key steps into small stages
Say it or write it down
Check for understanding



2

Engagement

How will you hook students?
Storytelling techniques
A flying start!

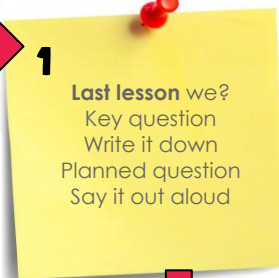


3

Retrieval

1

Last lesson we?
Key question
Write it down
Planned question
Say it out loud



4

Present New Material

Show each stage in small steps
Allow students to practise
Key (planned) question



5

Planned Modelling

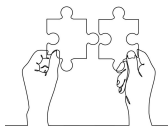
Range of worked examples
Here's one I made earlier!
I do, we do, you do
Visualiser, non-verbal signals



6

Scaffolding vs. Fading

When to introduce/takeaway?
Developing expertise?
Feedback strategy/scripts?
Planned questions



7

Literacy, Numeracy

Etymology
Oracy
Writing Frames
Talking numbers
Patterns



8

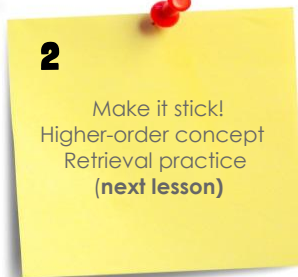
Interventions

High, middle, low attainers
Misconceptions
Vulnerable students
Use of the second adult



2

Make it stick!
Higher-order concept
Retrieval practice
(next lesson)



9

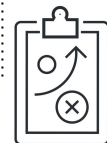
Stickability



10

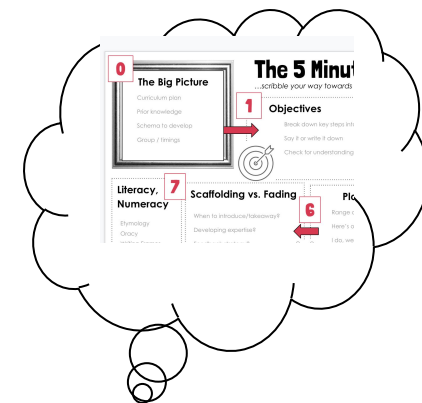
Sequence/Flow

Instruction	Working memory
Guided practice	Independent practice



0. The Big Picture

1. The lift pitch: Describe your lesson in 30 seconds or less.
2. Where are your students in the curriculum?
3. What did they do last lesson?
4. What's happening next lesson?
5. How many students? Describe the context...
6. Prior knowledge; key concepts; resources...



1. Objectives

1. What is it you want students to learn?
2. Break down the curriculum sequence into small steps.
3. Check student understanding by asking them to say it or write it down
4. Timings: Too much or too little?



2. Engagement

1. How will you hook students into your lesson content?
2. What will you do to make aspects of your lesson memorable?
3. How can you get the lesson off to a flying start/end?
4. How can storytelling help bring curriculum content to life?



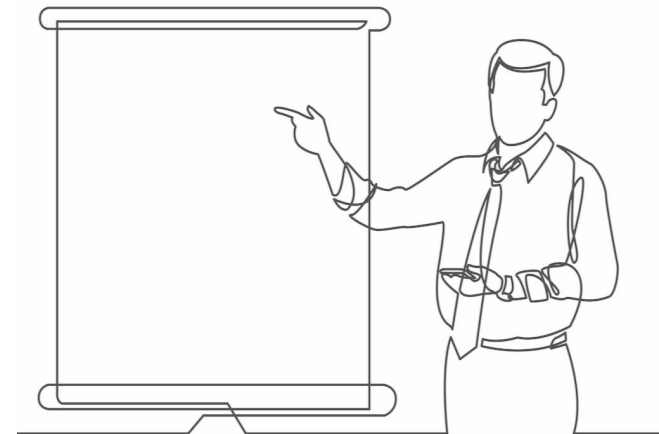
3. Retrieval

1. Learning should be hard. To help with prior knowledge, it's important to check the learning.
2. Rather than ask 'What have we learned today?' increase the retrieval difficulty by asking 'What did you learn last lesson?'
3. To ensure this response is concrete, insist that pupils just don't think about your question, but they they ALL do so by writing it down or saying it out aloud and then demonstrating to you that they have...



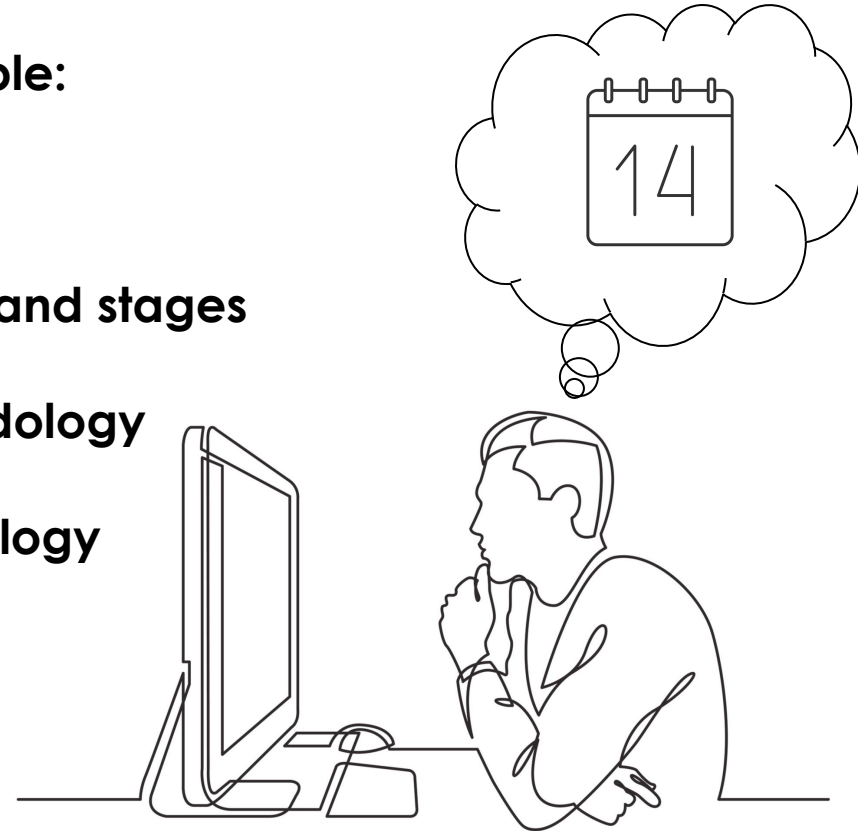
4. Present New Material

1. The most effective way to present new material is in small steps.
2. Working memory is limited - we can only store between 3-9 pieces of information and manipulate it before it is lost.
3. Use K.I.S.S. (Keep It Simple Stupid) or M.I.N.T. (Materials, In or Out of seats, Noise level and Time) as a method for clear and precise instructions.
4. Use dual coding where needed



5. Planned Modelling

1. Through modelling, the teacher makes the target processes visible
2. Provide students with a worked example:
“Here’s one I made earlier!”
3. Consider a range of examples, levels and stages
4. Use “I do, we do, you do” as a methodology
5. Consider non-verbal cues and technology

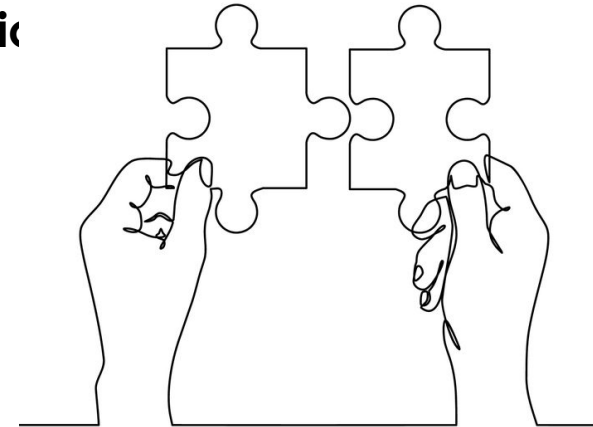


6. Scaffolding vs. Fading

1. **Make learning visible by offering a range of scaffolding required to support students.**
2. **Plan key questions; seek a large number of responses. Use a range of feedback methods and verbal scripts...**
3. **This can be as simple as deciding when to introduce a resource, question or feedback and when to take it away or reduce (fading).**

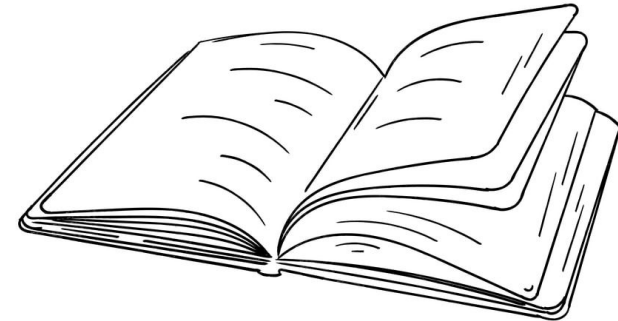
Read [Cognitive Apprenticeship](#) for more information

4. **As the student requires expertise, the teacher slows fades the support. The teacher coaches the student through a range of activities.**



7. Literacy + Numeracy...

1. Do not leave learning to chance. Help shape schema by making your classroom a speech community. Insist that students practice 'how to say/spell words' regularly.
2. Teach the etymology of language; use writing frames
3. Always talk numbers and identify patterns...



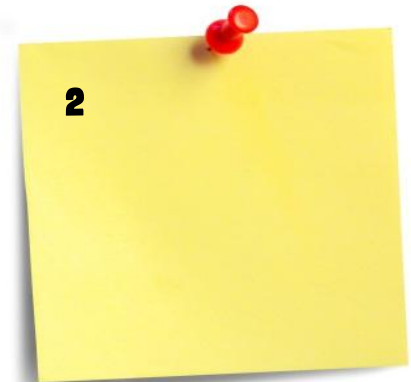
8. Interventions

1. You may want to, but cannot do everything in the classroom. There are 30 students and only one teacher.
2. Approach lesson planning from a 3-group perspective.
 - a. Students who will fly
 - b. Students who will have a misconception, clarified, then fly!
 - c. Students who may need support
3. Consider absentees and vulnerable students, plus the use of a second adult in the room.
Plan together where possible and direct if needed...



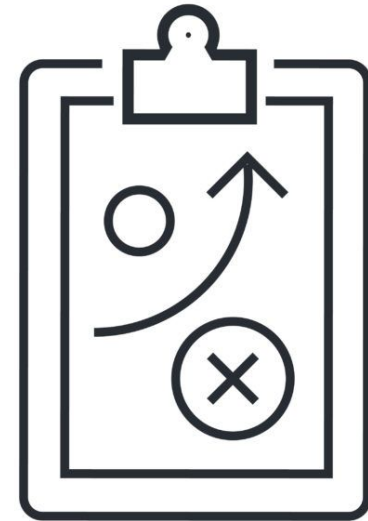
9. Stickability

1. How will you make learning stick?
2. Stickability was first used on the original 5MLP (2007) to identify what key consents, rules or facts 'must stick'. The cognitive term is 'retrieval' and 'long term memory'.
3. With this in mind, identify what students are learning (be very precise) not doing and help connect and shape prior and future learning between lessons.
4. Regularly quizzing, competitions, retrieval practice resources will aid this, alongside engaging content and effective teaching.



10. Sequence / Flow

1. How do you sequence lesson timings into clear/manageable chunks?
2. How can you use and monitor your own direct instruction and your students self/peer contributions (teacher or student-led?)
3. How can you manage working memory?
4. What parts of your lesson offer guided practice to help prepare students for independent practice?
5. How does this one-off plan differ from your curriculum decisions and your medium-term planning?
6. Finally, what are the benefits of this plan for you?
7. Someone else? How do you master the details in just 5 minutes?



1

The Big Picture



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2

Objectives



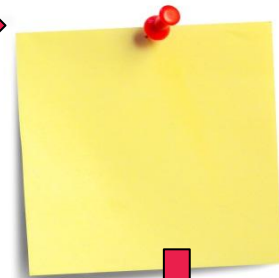
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Engagement



4

Last Lesson



5

Present New Material



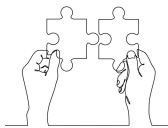
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Planned Modelling



7

Planned Modelling



8

Scaffolding vs. Fading



9

Interventions



10

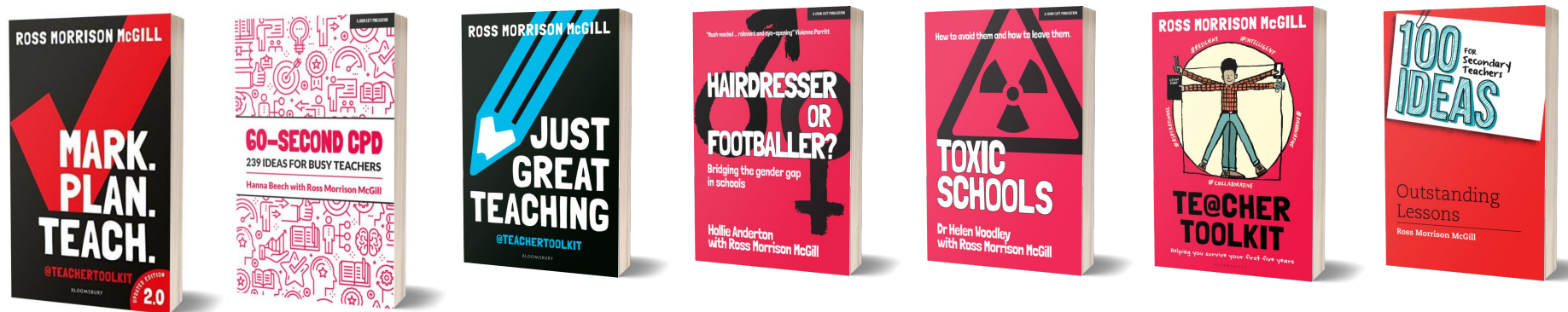
Stickability



11

Sequence/Flow





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