TB Tanzania Brown

Guest Teacher Toolkit: Basic Lesson Plan

Welcome to the Classroom

You might not have your name on the door, but the moment you step into this classroom, your presence matters. You bring a wealth of lived experience, community knowledge, and a unique perspective into this space.
The *Guest Teacher Toolkit* series is designed to strip away the academic jargon and give you the practical tools you need to not just survive the day, but truly lead the room. We're moving past the idea that teaching is just following a script; it's about using your expertise to engage and work with students effectively.

What You Will Learn Today

In this specific 10-minute module, we are focusing on the heartbeat of the day: the lesson plan. We will decode the standard "I Do, We Do, You Do" instructional arc so you can confidently pace the period, guide student practice, and provide real-world "lifelines" (basic scaffolds) when students get stuck.

Let's step into your expertise!

Lesson 1: Introduction & The "Why"

- **Lesson 2: The Rhythm of the Room (The Lesson Arc)**
- **Lesson 3: The Lifeline: Basic Scaffolding**
- **Lesson 4: Knowledge Check**

Lesson 1 of 4

Lesson 1: Introduction & The "Why"

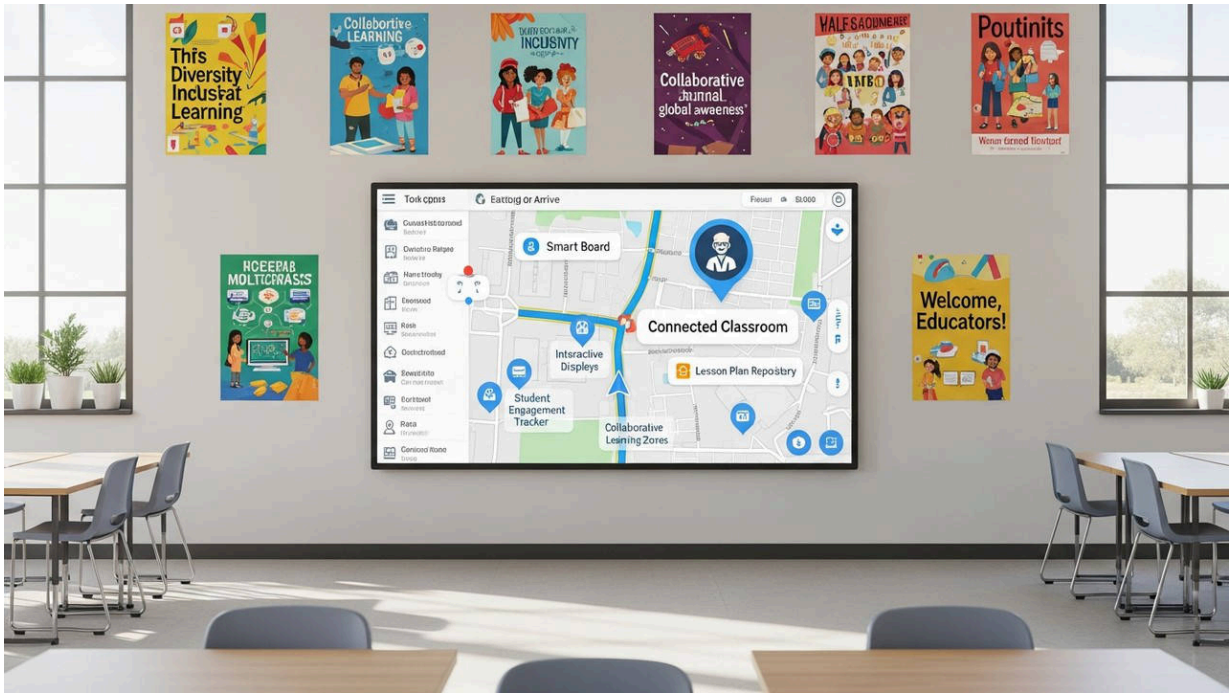
TB Tanzania Brown

Lesson Plan Learning Objectives

By the end of this 10-minute guide, you will be able to:

1. **Identify** the core components of a standard lesson plan arc.
2. **Explain** the purpose of the "I Do, We Do, You Do" instructional model.
3. **Apply** basic scaffolding techniques when students struggle with independent practice.

CONTINUE



Why Do Objectives Matter?

- **For You (The Guide):** It tells you exactly what small skill you need to focus on today and how you will achieve the goal. It prevents you from getting derailed by off-topic questions.
- **For the Students:** It gives them a clear target. When students know *why* they are doing an activity, engagement increases and behavioral issues decrease.
- **Objectives:** also referred to as targets or goals

Lesson 2: The Rhythm of the Room (The Lesson Arc)

TB Tanzania Brown

The Rhythm of the Room: Your 60-Minute Roadmap

Think of this lesson arc not as a rigid script, but as a heartbeat for your hour together. Classrooms move fast, and when you understand the flow from **"I Do"** to **"You Do,"** you move from being a placeholder to being a true guide. This 10-minute rhythm is your roadmap: whether you're leading the discussion or coaching from the sidelines, these five stages ensure you're always one step ahead.

You aren't just following a plan; you are orchestrating a space where students feel seen and supported while they grow. You've got the expertise—now you have the plan to back it up.

Step 2

The Opening: Connection in the Classroom

The first five minutes set the tone for the entire period. You aren't just taking attendance; you are establishing your presence!

- Greet the students warmly as they enter.
- State the single goal for the day (the objective)
- Let them know you are there to support their learning, not just manage their behavior.

Step 3

Direct Instruction (The "I Do")

This is where new information is introduced. You are the facilitator here. If the lesson plan asks you to explain a complex topic outside your background knowledge, don't panic. Do this instead:

- Find a quick 3-minute video to introduce the concept.
- Ask a confident student to explain
- Solve the problem together: find visuals or textbooks to introduce the concept

Step 4

Guided Practice (The "We Do")

Learning is a communal act. Before students work alone:

- Tackle a problem together.
- Ask open-ended questions to check the pulse of the room.
- If they stumble, guide them toward the answer rather than just giving it to them.

These steps build their confidence before they step out on their own.

Step 5

Independent Practice (The "You Do")

Now, you step back and they step up. As students work independently or in small groups, your role shifts from facilitator to coach.

- Circulate the room.
- Look for students who might be staring at a blank page or seem stuck
- Offer a gentle nudge, a quick tool or a classmate to get them moving.

Step 6

The Closing: Celebrating the Work

The final few minutes are just as critical as the first.

- Collect their exit tickets or assignments,
- Take a moment to acknowledge the community effort.
- Summarize what you tackled together
- Thank them for welcoming you into their space for the day.

The Guest Teacher's 'Rhythm' Checklist

Use this checklist to audit the lesson plan left on the desk. If a piece is missing, don't panic—that's where your expertise comes in. Use these "plugs" to keep the class connected and productive.

☐ **The Opening & Hook (5 Mins)**

- [ ] **Is there a warm-up?**
- *The Plug:* Greet them at the door and ask a "Connection Question" to settle the room.

☐ **The 'I Do' / Intro (10-15 Mins)**

- [ ] **Is there a clear explanation or example?**

- *The Plug:* If the topic is new to you, find a 3-minute video or ask a student "expert" to help you model the first problem.

☐ **The 'We Do' / Guided Practice (10-15 Mins)**

- [ ] **Are there problems to tackle together?**
- *The Plug:* Pause the class and say, "Let's try this one together before you start on your own."

☐ **The 'You Do' / Independent Work (20 Mins)**

- [ ] **Is there a specific task for students?**
- *The Plug:* Circulate the room as a coach. Offer a "lifeline" (like a sentence stem) to anyone staring at a blank page.

☐ **The Closing (5 Mins)**

- [ ] **Is there a clear way to end (Exit Ticket)?**
- *The Plug:* Give a "60-second Shout-Out" to students who showed great effort before the bell rings.

Lesson 3: The Lifeline: Basic Scaffolding

TB Tanzania Brown

Sentence Stems/Frames

Provide the beginning of a sentence to help students start speaking or writing, particularly for academic language, such as: *"Based on the experiment, I can conclude that*

Reducing Multiple Choice Options

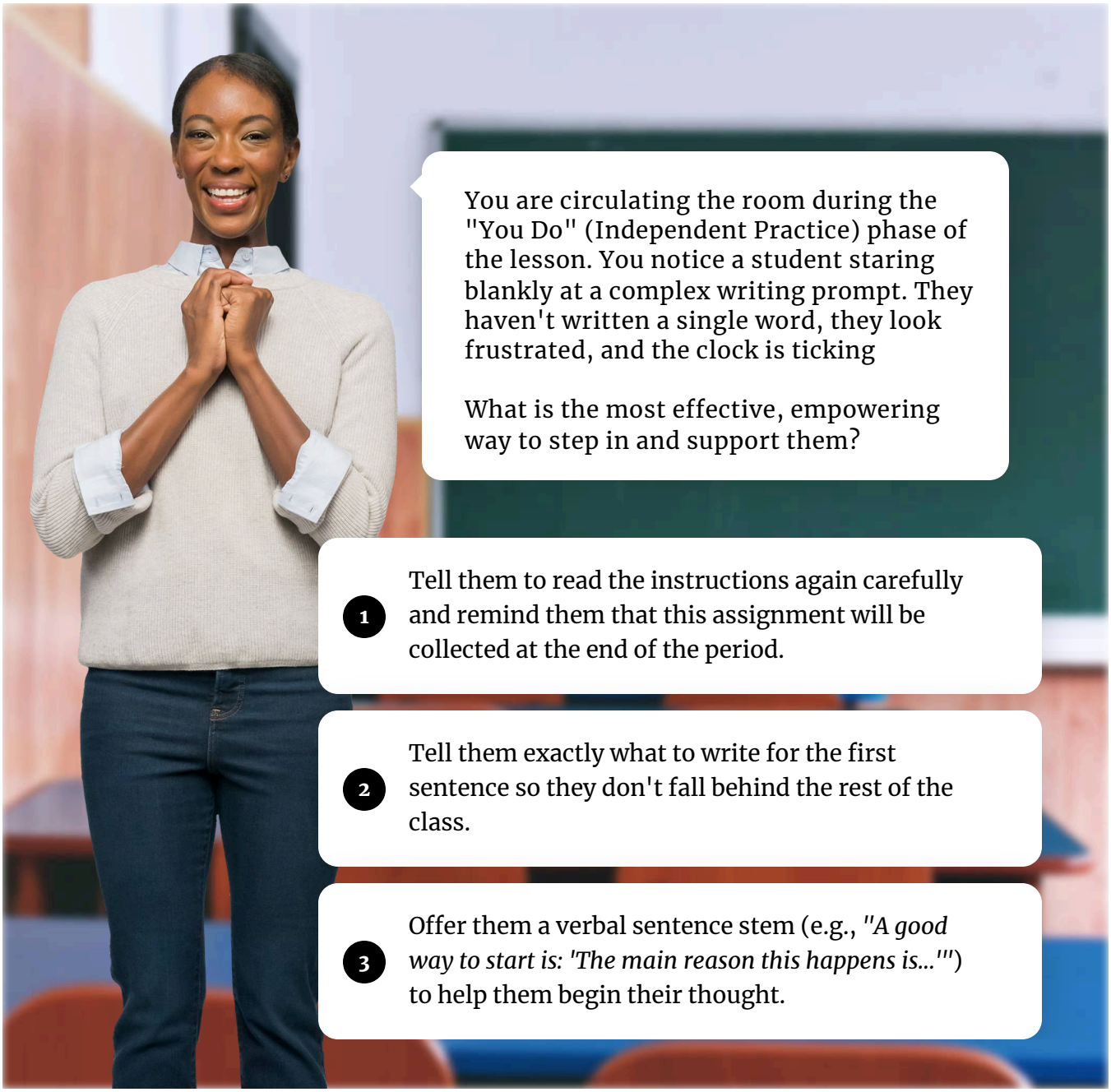
Offer limited choices for answers to lower the barrier to participation and help students narrow down potential answers before requiring open-ended reasoning.

Visuals

Utilizing charts, diagrams, or manipulatives to help students visualize new concepts

Lesson 4: Knowledge Check

TB Tanzania Brown



Scene 1 Slide 1

0 → Next Slide

1 → Next Slide

2 → Next Slide

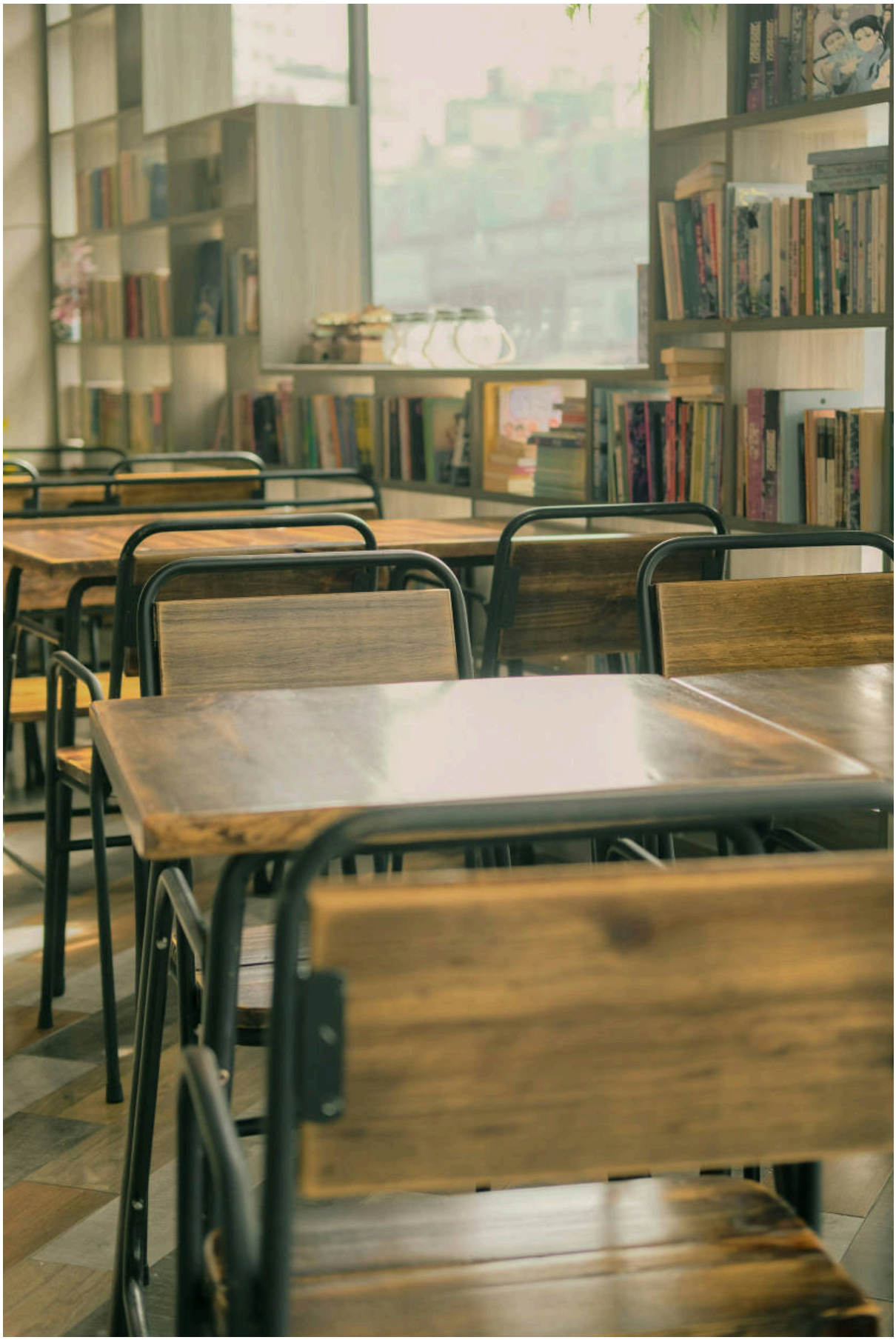
Scene 1 Slide 2

0 → Next Slide

1 → Next Slide

2 → Next Slide

CONTINUE



Thank you showing up for students! I hope this prepares you for everything that is to come in the wonderful classroom.