

HOW TO TEACH:
THE LESSON CYCLE AND
LESSON DESIGN

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Respond to these questions:
(Anticipatory Set)

- How important to students' learning are the first few minutes of class? Why do you think so?
- As a result of your belief, what advice would you give to teachers regarding those first few minutes?

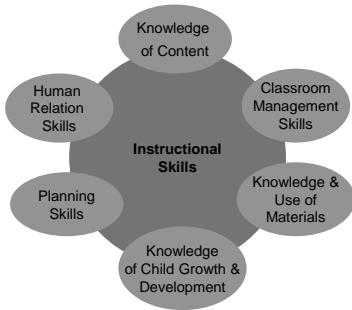
Our Objective

- The learner will understand the component parts of an effective lesson and will use this knowledge to create a lesson plan for use in his/her classroom.

Guidelines for Success

- Be an active, positive and polite participant.
- Take responsibility for your learning – take notes and ask questions when needed.
- Please turn all electronic paging equipment to silent mode.
- Take care of your needs as they arise as quietly and unobtrusively as possible.
- Get to know the people around you – start your network!

Teacher Responsibilities in the Classroom



“I am the Decider.”

George W. Bush,
4/18/06



Yeah, but he's not the only one....

- In fact, teaching can be defined as "A constant stream of professional decisions made before, during, and after interaction with the student; decisions which, when implemented, increase the probability of learning."

■ Madeline Hunter

Researchers have found that

- NO MATTER WHAT AGE
- NO MATTER WHAT SUBJECT

ALL teaching decisions can be placed into three categories....

Three Decisions

- What content do I teach next?
- What will the student do to learn and demonstrate that learning has occurred?
- What will I do to facilitate the acquisition of that learning?

The Content Decision

- "What do I teach?" must reflect your knowledge of what the students already know in relation to the TEKS and what is next to be learned.
 - TEKS is the acronym for the Texas Essential Knowledge and Skills
 - TEKS are found for everything taught K-12

To find the TEKS...

<http://www.tea.state.tx.us/teks/>

- Or simply google "Texas TEKS"
- Click on the subject matter (for middle school and high school) or grade level (for elementary)
- More on these later!

Our Next Decision: How will the student learn this content?

- What will the student do to learn and demonstrate that learning has occurred?
- This is the verb part of the objective. Will the student read, discuss, listen, observe, solve, write, state or...?
- For the student this is the HOW part of learning.

Input Modalities

- ▣ Read, discuss, listen, observe, or do?
- ▣ Peers, activities, or from the teacher?
- ▣ The source of input should be based on the objective of the lesson.
- ▣ The most effective instruction addresses multiple modalities: students *hear, see, touch, and discuss*.

Output Modalities

- Output behaviors that are perceivable and may clearly show that learning has occurred include writing, telling, diagramming, solving*, reading*, arranging, analyzing*, and evaluating*.

* The teacher must be able to see or hear it.

Output Modalities

The output must be perceivable so you KNOW that one of the following has occurred:

- ▣ The students have achieved mastery and are ready to move on to the next lesson.
- ▣ Mastery has not been achieved and you must reteach or extend practice of the current lesson.

The Third Decision: What will YOU do to facilitate learning?

- You must utilize the principles of learning to accelerate achievement.
 - ▣ You must motivate your students to learn (just because it is going to be on the test usually doesn't cut it)
 - ▣ You must work to make sure ALL students understand it.
 - ▣ You must make sure that they have time and opportunity to process the information to aid in retention and future transfer of the learning to new situations.

MADLINE HUNTER'S LESSON DESIGN

The Basic Premise of Madeline Hunter's Lesson Design is . . .

"Tell them what you're going to say, say it, and then tell them what you said."

Lesson Planning

- Decide what you need to teach – what is the objective?
- Analyze the task to be accomplished- what do the students need to be able to do?
- Design the lesson - how are you going to teach this?
- Design the assessment – how are you going to measure their learning?

Lesson Cycle Steps

- | | |
|--------------------------------|-------------------------------------|
| 1. Anticipatory set (focus) | 5. Checking for Understanding (CFU) |
| 2. Purpose (objective) | 6. Independent Practice |
| 3. Input and Modeling | 7. Closure |
| 4. Guided Practice (follow me) | |

Objective (Purpose)

- The OBJECTIVE of the lesson is probably the most significant aspect of planning. It is a must that a teacher know WHAT he or she expects students to have learned during the lesson.
- The objective should speak to why students need to learn it, what they will be able to “do” and how they will show learning as a result.

Instructional Objectives

- Instructional objectives need to clearly specify the first two teaching decisions-
 - 1) content and
 - 2) student learning behavior.
- All instructional objectives begin with, "The learner will..."

The learner will...

- Be able to identify nouns within sentences.
- Create a spreadsheet using a computer
- Subtract with regrouping
- Draw the water cycle
- Interpret one of Shakespeare's poems.

Stating Objective and Purpose

- Students will generally spend more time and effort, and consequently increase their learning if they know at the beginning of the lesson what they are going to learn and why it is important to them.

Examples of Stating Objective and Purpose

- "Today we will learn about calorie intake so you can watch your weight while eating foods you enjoy."
- "Today we're going to learn the classification system of animals so you can better understand their similarities and differences."
- "Writers use different techniques to hook their readers. Today you will learn three of these techniques so people will want to read what you write."
- "Today we're going to learn how to quickly do percentages in our head so the next time you go to a restaurant you can easily figure the tip."

Checking for Understanding - Objective

- How would you write a statement of objective and purpose for today's topic?

Reading the TEKS

- §113.22. Social Studies, Grade 6.**
- (a) Introduction.
- (b) Knowledge and Skills

Introduction

- (1) In Grade 6, students study people and places of the contemporary world. Societies selected . . .
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. **Selections may include Sadako and the Thousand Paper Cranes.** Motivating resources are also available from museums, art galleries, and historical sites.
- (3) The eight strands of the essential knowledge.

Knowledge and Skills

- The knowledge and skills section of each TEK is numbered and lettered. For instance, the TEKS for 6th grade Social Studies have 23 different 'knowledge and skills', and each of the 23 have anywhere from 2 – 6 specific expectations.

TEKS 6th grade Social Studies

- (17) Culture. The student understands relationships that exist among world cultures. **The student is expected to:**
 - (A) **explain** aspects that link or separate cultures and societies;
 - (B) **explain** the impact of political boundaries that cut across culture regions;
 - (C) **analyze** how culture traits spread;
 - (D) **explain** why cultures borrow from each other;
 - (E) **evaluate** how cultural borrowing affects world cultures; and
 - (F) **evaluate** the consequences of improved communication among cultures.

Guided Practice - Objective

- With a partner, choose an objective from the packet provided and write a specific objective and purpose for your lesson on the lesson plan form provided. Make sure that you include
 - The content to be learned
 - What the learner will do to show that learning has occurred
 - What purpose or relevance this has for the learner
- Share with at least two other groups and be prepared to share with the whole group.

The Content Decision

- Some TEKS must be taught in order.
 - You must teach how to write a sentence before you teach how to write a paragraph.
- For other TEKS, the order of acquisition doesn't matter.
 - You could teach the parts of a flower before you teach the parts of a tree.

Anticipatory Set (Focus)

- 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.
- This important activity FOCUSes the students' attention on learning.
- Make it thought provoking, interesting, fun, or exciting whenever possible.

Anticipatory Set FOCUS

Examples:

- Sing "Yankee Doodle" before introducing the Revolutionary War.
- Bring a flower and have the kids feel and smell it before talking about the parts of a flower.
- Show an Internet video on lightning before beginning a lesson on weather.
- Taste a pineapple before having a lesson on Hawaii.

Checking For Understanding – Anticipatory Set

- What would be a good focus for a lesson on the Civil Rights Movement?
- What about the properties of matter (liquid, solid, gas)?
- What about a lesson on how to write a great lead for an essay?
- What about the Pythagorean Theorem?

Guided Practice – Anticipatory Set

- With your partner, write an anticipatory set for the objective written in the last activity on the lesson plan form provided.
- Share with at least two other groups in your grade level area.
- Be prepared to share with the whole group.

Input and Modeling

- How do you provide the information effectively?
- This is the vocabulary, skills and concepts students need to know in order to be successful.
- Modeling is when the teacher shows in graphic form or demonstrates what the finished product looks like.

Input and Modeling

Input	Modeling
<ul style="list-style-type: none">□ Determine the basic information and organize it□ Present it in its clearest and simplest form□ Use examples that highlight the essence of the information being presented. Avoid controversial examples.	<ul style="list-style-type: none">□ Helps the student perceive it directly.□ Examples include the concrete (heart), replication (picture, map), or verbal (alliteration)□ Develop and select in advance – think on your seat, not your feet!

Teaching to Increase Motivation

- It is important for educators to know and believe the following:
 - Motivation is not genetic, it is learned.
 - What is learned can be taught.
 - Teaching is what we do!

**There are many factors that are beyond our control; it is only in the present that we can make changes.

Some are more challenging to motivate

- The more students have failed in the past, the less willing they are to expose themselves to risk because their prediction is that they won't make it. To protect themselves, they won't try.



Six Factors of Motivation

1. Level of concern
2. Feeling tone
3. Success
4. Interest
5. Knowledge of results
6. Intrinsic and extrinsic motivation

1-Level of Concern

- When there is no concern, there is little or no learning.
- Too much concern can interfere with learning (i.e., test anxiety).
- A moderate level of concern works best to stimulate learning.

4 Variables that work to raise or lower the level of concern:

- Proximity
- Time
- Visibility
- Questioning
 - Ask your questions to the entire group.
 - Use wait time...
 - Then, call on a specific student to answer.
 - Don't request participation- require it!

Six Factors of Motivation: #2- Feeling Tones

- The way students feel in a particular situation affects the amount of effort they are willing to put forth to learn.
- If they believe they will be successful learners (which creates a pleasant feeling) they are more willing to try.

Pleasant Feeling Tone

- Make your students feel personally important or significant in the classroom.
- Use humor wisely and effectively, NEVER sarcastically.
- Celebrate your students efforts.
 - Acknowledge good work and good behavior.
 - Post their good work in the room and hall.



Unpleasant Feeling Tones

- Can motivate a learner to put forth effort.
 - "If page 347 isn't finished by the end of class, it will be added to your homework."
 - "I know this is hard, but don't give up."
- Use sparingly when pleasant working tones aren't working and return to pleasant tones when the students put forth the effort to learn.
 - "You didn't give up and you did it!"

Six Factors of Motivation: #3- Success

- To **feel** successful, one must put forth effort and have a certain degree of uncertainty about the outcome.
- We do **not feel** successful when we put forth little effort for accomplishment.
- Know when to raise and lower the academic bar – both for the entire class and for individual students.

Six Factors of Motivation: #3 Success

- Know how to assess individual student readiness for learning.
- Asking our weaker students the easier questions – or asking them to restate the answers to the harder questions helps build success.
- Work with small groups within the class while the rest is working independently. Great way to reteach when most students "have it."
- Do NOT let the textbook determine what you will teach next!

Six Factors of Motivation:

#4- Interest

- Interest in the learning task can greatly increase a student's ability to learn.
- Interest isn't inborn, it's acquired... and the teacher can and should promote it in several ways.

Use student's interest in themselves.



Use student's interest in themselves.

- Use students' names in positive examples.
- Relate the material to be learned to students' lives.
- Use examples that refer to students' experiences in the class.
- Make positive statements about students' performance or their learning effort.

Increase the authenticity of the task.

- Brain research shows that we learn very quickly and efficiently that which makes sense to learn.
Examples:
 - Learn how to use Internet search engines while having the kids find the lowest price on a PlayStation3.
 - Learn how to write a persuasive letter by trying to convince their parents to buy them an iPhone.

Vary the way you do things.

- Change the way you teach; utilize a variety of teaching strategies. Don't do the same old thing every day!
- Change your voice and movement around the classroom making the students follow where you're going. Add some drama!
- Add novelty to either the content itself, the way you present it, what the students do with it, or how students let us know they learned it. Just don't let the novelty get in the way of learning.

Six Factors of Motivation: #5- Knowledge of Results

- Simply performing a task without knowing how well we did it is neither stimulating nor satisfying.
- Without feedback we are not motivated to continue or to improve our performance.

Six Factors of Motivation:
#5 Knowledge of Results

- We are motivated to try and improve our performance when we find out the following:
 1. What we are doing well.
 2. What needs to be improved.
 3. What to do to improve it.

Six Factors of Motivation:
#6- Intrinsic and Extrinsic Motivation

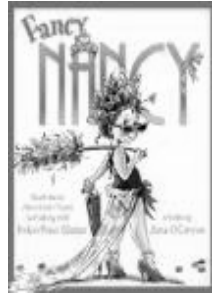
- Students usually don't show up at our classes saying "Teach me! I'm ready!" This would be intrinsic motivation, and teaching would be a breeze.
- Intrinsic motivation exists when satisfaction from the activity is the student's primary goal. (Chess, video games, reading, feeling of a job well done, etc.)
- When a student is learning something in order to achieve some result (a "A," passing, etc.) that is extrinsic motivation.
- With extrinsic motivation, once the goal is achieved, you no longer have the goal as an extrinsic motivator, so effort ceases.

Modeling

What a middle school language arts lesson plan might look like

Sample Lesson Plan – Anticipatory Set

- Anticipatory Set: The teacher will wear a boa and tiara while reading Fancy Nancy by Jane O'Connor.



Sample Lesson Plan - Objective

From the TEKS

- The student will use an online thesaurus to find synonyms to clarify meaning and usage (TEK 7.9C)

Tell your students

- You will use an online thesaurus to find synonyms or "Fancy words" for words that we overuse. This will make your writing and conversation much more interesting.

Sample Lesson Plan - Input

- Show students *Roget's Thesaurus* and look up the word "good."
- Read the list of synonyms to the students.
- Demonstrate the use of Thesaurus.com to locate synonyms quickly.

Sample Lesson Plan - Model

- Have a long sheet of butcher paper divided into two columns, the first marked "Plain," and the other marked "Fancy."
- Using Thesaurus.com, the teacher will look up the word, "smart."
- On the chart, write the word "Smart" in the "Plain" column and then write several synonyms in the "Fancy" column.

Checking for Understanding – Input and Modeling

- What are some ways to add interest/motivation to your lesson?
- What are some examples of models you might use?

Guided Practice – Input and Modeling

- With your partner, decide how you will best teach the lesson.
 - What vocabulary, concepts, etc. will students need to know?
 - What examples will you use?
 - How will you model this for students?
- Share with at least two other groups and be prepared to share with the whole group.

Guided Practice (Follow Me)

- The teacher leads the students through the steps necessary to perform the skill using the trimodal approach- hear/see/do.
- State the thinking process that influences the decisions or choices being made
 - Example: "I'll start with a generalization that will be the thesis of my paper. Then I'll briefly list all of the facts that support that generalization."
- Monitor group responses and provide feedback

Sample Lesson Plan – Guided Practice

- As a class, brainstorm a list of words that are overused.
- Assign students to small groups and give each group several words to find synonyms for their words on Thesaurus.com.
- Observe students as they use the website to monitor their progress.
- Redirect and assist as needed.
- Have students add their lists to the butcher paper chart.

Checking for Understanding – Guided Practice

- What are the important things to remember about Guided Practice?

Guided Practice – Guided Practice!

- With your partner plan what your students will do during the guided practice portion of your lesson; include your role in this (how much of this is teacher guided – or is it just monitored?)
- Share with at least 2 other groups, and be prepared to share with the whole group.

Checking for Understanding (CFU)

- Teacher uses a variety of questioning strategies to gage student understanding. The results of this help pace the lesson- move forward/move backwards
 - Correction or Reteach if needed
 - Acceleration if needed
- The placement of this can be interspersed throughout the lesson. Just make sure to do it before independent practice!

CFU



- Check students' understanding **WHILE** you are teaching, not at 10:30 at night when you are grading papers.
- Inspire, **NOT** Perspire!

Common Errors that Teachers Make During CFU

- Excessive use of "OK"
- Asking questions that assume your students understand
- Asking students if they have any questions

Effective techniques for using CFU

- Signaled Answers
 - Number of fingers, thumbs up or down, plus or minus for yes and no.
 - Have the kids explain their answers. "Why is that correct?"
- Choral Responses
- Sample Individual Response
- Individual Private Response
 - Paper
 - Dry erase boards
 - Response cards

Dignifying Errors to Promote Learning

- Instead of "No" say, "You would be right if I had asked..." This tells the student they have some knowledge.
- Give the student an assist or prompt. Help them to be right.
- Hold the student accountable. Say, "Now let's go over that one more time so that you can remember it." or even, "I will check with you tomorrow to be sure you remember it."
- For a completely irrelevant answer say, "I'm not quite sure what you are thinking. Let's go on and see if it clears up for you."

Sample Lesson - CFU

- Ask students the following
 - How did you find your list of synonyms?
 - What was the most interesting new word you found?
 - What are some words you have never heard before/
 - Use one of your new words in a sentence (ask this of the whole class, give a few minutes as students write their responses, then have a good sample of students share)

Checking For Understanding – Checking For Understanding!

- How can you dignify an incorrect response?
- Thumbs up or thumbs down: Signaling answers is a quick way for the teacher to assess students' understanding.
- Thumbs up or thumbs down: Asking, "Does anyone have any questions?" is an effective way to check for understanding.
- Indicate the answer with one, two or three fingers
 - What I am doing right now is
 - 1. An anticipatory set
 - 2. Modeling
 - 3. Input

Guided Practice – Checking for Understanding

- With your partner, write at least 5 questions to check students' understanding of your lesson.
- Include what techniques you will use to ask these questions.
- Share with at least 2 other groups and be prepared to share with the whole group.

Independent Practice

- Teacher releases students to practice on their own.
- Practice by itself doesn't make perfect. If one automatically improved with practice, all veteran teachers would be better than new ones, and that isn't the case.
- The teacher **MUST** monitor. Never let students practice doing something incorrectly.

Practice Properly: Four Principles to Improve Performance

- Question 1 - How much material should be practiced at one time?
- Answer- A short meaningful amount. Always use meaning (and not math) to divide your content.
- Example: Practice the use of the apostrophe in contractions. After that has been learned, practice the use of the apostrophe in possessives.

Practice Properly: Four Principles to Improve Performance

- Question 2- How long should a practice period last?
- Answer- Practice should last a short time so students exert intense effort and have the intent to learn. Longer sessions deteriorate into less focused efforts. Length varies with interest and age. Never more than 20 minutes.

**Practice Properly:
Four Principles to Improve Performance**

- Question 3- How often should students practice?
- Answer- For new learning, mass practice; for building on existing skills (review), distribute practice.
- If you move on to something else within the same class period, come back at the end of the period and review the new learning. Check also during the next class period.

**Practice Properly:
Four Principles to Improve Performance**

- Question 4- How will the students know how well they have done?
- Answer- Give specific, immediate knowledge of results.
- Give students the correct answers and the reasons that they are correct.

Sample Lesson – Independent Practice

- The students will keep an ongoing “Fancy Word” journal. For four weeks they will add five words a week with a list of synonyms found using Thesaurus.com. These will be checked weekly.

**Checking for Understanding-
Independent Practice**

- Independent practice should come _____ students know how to do the skill.
- Divide your practice into _____, meaningful chunks.
- At the beginning, _____ practice. After students have learned the material, _____ practice.

**Guided Practice – Independent
Practice**

- With your partner, design the independent practice section for your lesson. What will students do to demonstrate their learning?
- Share with at least 2 other groups, and be prepared to share with the whole group.

Remember...

Quality Activities
Equal
Quality Learning!!!

Closure

- A review or wrap-up of the lesson.-
“Tell me/show me what you have learned today.” This gives students one more chance to process the information and sum it up.
- It can also be effective to have several mini-closures throughout the lesson.

Sample Lesson Plan - Closure

- The teachers says, “Today we used a new tool to make our writing and conversation more interesting. What is the name of that new tool?” (accept choral response)
- How do we use that tool?(sample individual response)
- Did you find any other uses for Thesaurus.com? Can it be helpful in any other way?

Checking for Understanding - Closure

- What is closure?

Guided Practice- Closure

- With your partner, decide how you will close the lesson – questions, student work presentation – teacher summary, journaling???
- Share with at least 2 other groups and be prepared to share with the large group.

Independent Practice



Independent Practice

- Each person should have his or her own lesson plan. Help each other, bounce ideas off of each other, but be responsible for your own lesson plan.
- Choose an objective from the TEKS provided or choose an objective in the curriculum you are currently teaching.
- Using the lesson plan form provided, plan each of the 7 steps of the lesson plan model: Anticipatory set, Objective and Purpose, Input and Modeling, Guided Practice, Checking for Understanding, Independent Practice, and Closure.
- It is OK if the lesson you plan takes more than one day to teach.

Sharing

- Get in a grade level group of 5. Each person should share their lesson plan, and then the group should decide what they think is the best one (what are the criteria for choosing this?)
- Get 5 smaller groups together (so – approximately 25 people). Share the best plan from each of the smaller groups. Write this best plan on chart paper to share with the whole group.



A first grade class made spiders to demonstrate their understanding of pairs.

What made these lesson plans the "Best?"

Closure

- For reflection: Please answer the following on a piece of paper and put in the box on the table as you exit the auditorium.
 - Three things I learned today about lesson planning are...
 - Two insights or revelations I had about the subject today are....
 - One concern I had about today was...
