

Possible Organizing Scenarios (continuation)

III. Tying Up Loose Ends:

This particular model is designed for use with concepts and skills to which students have already been exposed but which they have not yet mastered. It is important to avoid trying to address more than three separate areas in a single class period. Also, consider using an individual activity in the first half of the class period and a group activity in the second half or using two small group/partner activities and skipping the individual activity altogether. All three scenarios work well. Your choice will depend on the types of activities you have planned and on the needs of your particular student group.

5 minutes	Opening Activity: Review/Practice (Skill/Concept #1) (Choose content that is prerequisite to the remaining topics) <ul style="list-style-type: none"> •Engage all students •Clarify instructional objectives •Assess readiness
5 minutes	Brief Review (Skill/Concept #2) <ul style="list-style-type: none"> •Establish relevance •Engage all students •Assess comprehension
20-25 min	Small Group or Partner Activity (Skill/Concept #2) <ul style="list-style-type: none"> •Define task •Clarify expectations •Monitor student progress
5-10 minutes	Regroup to Share Results (Skill/Concept #2) <ul style="list-style-type: none"> •Hold all students accountable •Debrief process and product •Clarify instruction as necessary
5 minutes	Brief Review (Skill/Concept #3) (see above)
20-25 min	Small Group or Partner Activity (Skill/Concept #3) (see above)
5-10 minutes	Regroup to Share Results (Skill/Concept #3) (see above)
5-10 minutes	Review (Skills/Concepts 1-3) <ul style="list-style-type: none"> •Engage all learners •Summarize essential learning •Commend effort and progress
5-15 minutes	Quiz, Performance, Assignment or Other Assessment

Possible Organizing Scenarios for Extended-Period Lessons

I. Single Complex Concept or Skill:

This scenario works best with complex or difficult-to-grasp material. Devoting an entire extended period to a single, well-defined skill or concept allows for more rapid mastery and improved retention of content.

5 minutes	Opening Activity: Review prerequisite skills/information <ul style="list-style-type: none"> •Engage all students •Set pace for the class period •Assess readiness
5 minutes	Introduction of New Concept or Skill <ul style="list-style-type: none"> •Clarify instructional objectives •Focus student attention •Create a need to know
10-15 min	Direct Instruction of New Concept or Skill <ul style="list-style-type: none"> •Establish relevance •Engage all students •Assess comprehension
25-30 min	Large or Small Group Activity (Preliminary application of new concept or skill) <ul style="list-style-type: none"> •Define task •Clarify expectations •Monitor student progress
5-10 minutes	Regroup to Share Results <ul style="list-style-type: none"> •Hold all students accountable •Debrief process and product •Clarify instruction as necessary
15-20 min	Small Group or Partner Activity (see Group Activity, above) (Refined application of new concept or skill)
5-10 minutes	Regroup to Share Results/Review Learning <ul style="list-style-type: none"> •Hold all students accountable •Commend effort and progress •Summarize essential learning
5-15 minutes	Quiz, Performance, Assignment or Other Assessment

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**Before Teaching Each Lesson
Ask Yourself:**

FOCUS

How will I introduce the lesson
and motivate my students?

OBJECTIVE

What are the students expected to learn?

INSTRUCTIONAL PRESENTATION

What teaching method will I use?
What will the students be doing?
How will I keep the students involved?

CHECKING FOR UNDERSTANDING

How will I know what the students learned?

ADJUST INSTRUCTION-RETEACH

What will I do if the students did not learn?

ASSESSMENT

How will I evaluate student learning?

CLOSURE

What will I do to summarize the lesson?

How Can I Plan More Effective Lessons?

Madeline Hunter and Douglas Russell's Step-by-Step Program for Effective Planning

Planning is one of the most influential factors in successful teaching. A systematic consideration of eight elements which research has shown to be influential in learning and should be deliberately included or excluded in planning for instruction will make a great deal of difference in learners' success.

Prior to planning for a particular day's teaching, the teacher should have determined the particular strand for immediate diagnosing, identified the major target objective and the students' educational positions in relation to the objective, and selected a specific objective for a particular group's daily instruction based upon this diagnosis.

Whether the lesson plan is implemented by input from the teacher, by materials, or by the student, the teacher is now ready to plan. For each session, the teacher must consider each of the following steps separately to determine if it is appropriate for the particular objective, for these students, and if it should be included, excluded, or combined with a subsequent step.

1. **Anticipatory Set:** Being ready for the next activity
 - a. Focus student attention
 - b. Provide a very brief practice on previously achieved and if possible related learning and/or
 - c. Develop a readiness for the instruction to follow.
2. **Objective and its Purpose:** Informs the student what s/he will be able to do by the end of instruction and why it is important, useful, and relevant
3. **Instructional Input**—Information (new or already processed) and means of “getting it in students' heads.”
4. **Modeling**—Examples of an acceptable finish product or a process—visual input of modeling should be accompanied by the verbal input
5. **Checking for Understanding**—Check for students' possession of essential information and observe the student performance to assure s/he exhibits the skills necessary to achieve the instructional objective. Such as
 - a. **Sampling**—posing questions to whole group and then getting answers from representative group members
 - b. **Signaled**—selecting 1st, 2nd, 3rd, 4th answer by showing that number of finger; thumbs up or down, etc.
 - c. **Individual private response**—written or whispered to teacher so each student accountable for demonstrating possession of or progress toward achievement of needed skills
6. **Guided Practice:** Students' initial attempts in new learning should be carefully guided so they are accurate and successful. Circulate to make sure instruction has “taken” before turning them loose to work independently.
7. **Independent Practice:** Once student can perform without major errors, discomfort or confusion, s/he is ready to develop fluency by practicing without the teacher.
8. **Closure**—Use the final minutes to bring closure to the lesson by allowing the students through active involvement to summarize for themselves what they have learned during the lesson. Such as having a summarizing discussion and/or activity asking students to reflect on their understanding of the objective by relating new learning, analyzing thinking processes and formulating generalizations.

Both the science and art of teaching are essential for effective instruction.