

<b>ELEMENTS OF LESSON DESIGN</b> <i>Madeline Hunter meets Direct Explicit Instruction and Gradual Release of Responsibility</i>	
<b>Element</b>	<b>Description</b>
<b>Objective (Learning Target, goals) and Purpose</b> <i>*Rooted in Content Standards</i> <i>*Targeted and narrow in Focus</i> <i>*Sufficiently challenging without being overly difficult</i> <i>*understood by all students</i>	<b>What, specifically, should the student be able to do, understand, and care about as a result of learning.</b> <ul style="list-style-type: none"> <li>The teacher should have a clear idea of what the learning objective is for each lesson.</li> <li>The objective is rooted in the content standards and is appropriately difficult for students. <i>Note: Content standards are complex and several learning targets may be embedded in any single standard.</i></li> <li>Teachers must also be clear on what standards of performance are to be expected and when and how students will be held accountable for what is expected.</li> <li>The objective should be the same for each student; <b>however</b>, <i>how students are taught, scaffolds applied to draw connections, materials used and activities structured may be differentiated to meet the needs of various students.</i></li> <li>Not only do students <i>learn</i> more effectively when they know what they're supposed to be learning, how their learning will be measured, and why that learning is important to them, but teachers <i>teach</i> more effectively when they have that same information.</li> </ul>
<b>Anticipatory Set or Orientation</b> <i>*Students actively participate</i> <i>*Relevant to the learning objective</i> <i>*Tap into experience or prior learning</i>	<b>The Anticipatory Set or Orientation serves to put students into a receptive frame of mind.</b> <ul style="list-style-type: none"> <li>An introduction, model, example, question, key vocabulary term or activity engages students and focus on the objective/learning target.</li> <li>The "set" may draw upon students' prior knowledge regarding a skill or concept, previous experience or universal understanding in connecting them to what is to be learned.</li> <li>The "set" may be motivational or pique curiosity about what is coming next in the learning.</li> <li>Student performance and engagement may provide diagnostic data for the teacher.</li> </ul>
<b>Input or Presentation</b> <i>*Presentation of information engages and involves students</i> <i>*Consider language development needs, vocabulary development and engagement</i>	<b>Students must acquire new information about the knowledge, process, or skill they are to achieve.</b> <ul style="list-style-type: none"> <li>To design the input phase of the lesson so that a successful outcome becomes predictable, the teacher must have analyzed the final objective to identify knowledge and skill that need to be acquired.</li> <li>New learning must be chunked into "digestible bits" or small portions tailored to students' level of understanding.</li> <li>Effective teaching strategies that actively engage all students and address their language development needs, vocabulary development, and skill/concept attainment are selected to create a meaningful learning</li> </ul>

<p><b>Modeling</b>  <i>*Students see the skill, strategy or concept in action rather than being told</i>  <i>*Multiple examples support learning and retention</i></p>	<p><b>Humans are hard wired to imitate other human beings.</b></p> <ul style="list-style-type: none"> <li>• Students need to see the kind of thinking and language a new task will require before they engage in the task independently.</li> <li>• During <b>modeling</b>, the skill, strategy, or task is named and given a purpose as students <b>see</b> and <b>hear</b> when and how it is used or applied.</li> <li>• Models (i.e. Think-Aloud, Read-Aloud) requires teachers to provide an example of what happens in their own minds as they solve problems, read, write, or complete tasks: Students, in effect, see inside the teacher’s mind.</li> <li>• Teachers provide excellent models for their students to use.</li> <li>• Modeling experiences are crafted to build upon student prior knowledge and create schema.</li> <li>• To avoid stifling creativity, showing several examples of the process or products that students are expected to acquire or produce is helpful.</li> <li>• One caution: <i>modeling can easily devolve into telling rather than teaching.</i></li> <li>• Input and Modeling may well overlap.</li> </ul>
<p><b>Checking for Understanding</b>  <i>*Learning is continuously monitored to ensure students are meeting the objective</i>  <i>*Input is adjusted in response to the level of understanding</i></p>	<p><b>As students receive or take part in the “input” phase of the lesson, the teacher structures various checks to ensure students are progressing toward meeting the objective.</b></p> <ul style="list-style-type: none"> <li>• To check students’ understanding, the teacher may examine students’ written responses, pose key questions and listen carefully to responses, have students explain concepts, apply “Every Pupil Response” strategies, and similar vehicles.</li> <li>• Teacher checks often and well during instruction to compile data on who is having trouble and what they are struggling with.</li> <li>• The teacher uses these checks to monitor student understanding and adjust the input as needed.</li> <li>• Adjustments may be made in the moment of instruction and/or crafted for additional or re-teaching of the concept or skill or a supporting concept or skill.</li> </ul>
<p><b>Practice – Highly Structured • Guided</b>  <i>*Practice is supervised by the teacher who intervenes to ensure students are</i></p>	<p><b>Students have ample opportunity to demonstrate their grasp of new learning by working through an activity or exercise under the direct supervision of the teacher.</b></p> <ul style="list-style-type: none"> <li>• New learning is like wet cement; it is easily damaged. An error at the beginning of learning can easily “set” so that correcting it later is harder than</li> </ul>

<p><b>Practice – Highly Structured • Guided</b></p> <p><i>*Practice is supervised by the teacher who intervenes to ensure students are progressing toward meeting the objective</i></p> <p><i>*Input may be revisited to ensure mistakes or misconceptions are addressed</i></p>	<p><b>Students have ample opportunity to demonstrate their grasp of new learning by working through an activity or excise under the direct supervision of the teacher.</b></p> <ul style="list-style-type: none"> <li>• New learning is like wet cement; it is easily damaged. An error at the beginning of learning can easily “set” so that correcting it later is harder than correcting it immediately.</li> <li>• Examples of guided practice activities are students sharing information or teaching one another (i.e. jigsawing), writing tasks, simulation or role playing, organizing or classifying information, demonstrating a skill that has been learned.</li> <li>• The teacher continues to check for understanding to ensure each student is progressing toward the intended learning outcome.</li> <li>• If modeling is the “<i>I (teacher) do it</i>” phase of the lesson, then guided practice is the “<i>We (teacher &amp; student) do it together</i>” and “<i>You (students) do it together</i>” phases of the lesson.</li> </ul>
<p><b>Closure</b></p> <p><i>*Review and clarify key points</i></p> <p><i>*Involve students in securing key ideas in their own minds</i></p>	<p><b>The teacher takes action to bring the lesson presentation to an appropriate conclusion.</b></p> <ul style="list-style-type: none"> <li>• Closure is used to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.</li> <li>• Closure is the act of reviewing and clarifying key points of a lesson, tying them together into a coherent whole and securing them to the student’s conceptual network.</li> <li>• Students may be prompted to bring things together in their own minds, to make sense out of what has just been taught. “<i>Any questions? No. OK, let’s move on</i>” is not closure.</li> <li>• Closure can help students organize and take stock of their own progress and learning. Exit slips, sharing a summary with a peer or writing one are examples of closure strategies.</li> <li>• Closure takes place at appropriate transition points in the lesson, not necessarily the end of a particular time period.</li> </ul>
<p><b>Independent Practice</b></p> <p><i>*Alone or in a group</i></p> <p><i>*Reinforcement based upon a strong foundation of learning</i></p>	<p><b>Once students have had the opportunity to master the content or skill, they work alone or in a group to further demonstrate or reinforce proficiency related to the objective.</b></p> <ul style="list-style-type: none"> <li>• This is the “<i>You do it</i>” point in the lesson. Independent practice is assigned only after the teacher is reasonably sure that students will not make serious errors and are likely to experience success.</li> <li>• It may be homework or group or individual work in class. It can be utilized as</li> </ul>

Sources:

- 1) Adapted from Hunter, M. (1984), “Knowing, Teaching, and Supervising,” In P. Hosford (Ed.), Using What We Know About Teaching (pp. 169-192), Alexandria, VA: Association for Supervision and Curriculum Development
- 2) **Enhancing RTI – How to Ensure Success with Effective Classroom Instruction and Intervention**, Douglas Fisher and Nancy Frey, Alexandria, VA: Association for Supervision and Curriculum Development
- 3) “Releasing Responsibility,” Educational Leadership, Association for Supervision and Curriculum Development
- 4) Explicit Direct Instruction, Hollingsworth and Ybarra
- 5) Marzano....

\*\*Need to finish

### Key elements of all phases of instruction

- There is continuous and intensive interaction and communication during the lesson. The interaction takes place between teacher and student, student and content, and student and student.
- Need to add more – see EDI book page 246

### Elements of Lesson Design Background and Beyond

The Elements of Lesson Design suggested by Madeline Hunter have morphed over the years into the “5-Step Lesson Plan,” “7-Step Lesson Plan,” Direct Explicit Instruction, Gradual Release of Responsibility and other similar organizers and plans. At its heart, lesson design is a researched based approach to increase the likelihood of learning and retention. Hunter’s elements were not designed to be part of every lesson nor completed in a single teaching period, although they will occur in a typical unit plan composed of several lessons over many days.

Principles of Learning underlie the Elements of Lesson Design promoted by Hunter and all those who have come after. It is wise for teachers to remember some of these as they plan lessons and establish relationships with students.

**Motivation:** *Think RICKS to stay focused!*

- **R**eward, extrinsic and/or intrinsic
- **I**nterest in the topic or activity at hand because of its novelty, vividness or importance/relevance to the student
- **L**evel of **C**oncern (anxiety) brought by being held accountable, working within a time frame, being visible to others or predictability
- **K**nowledge of Results
- **S**uccess

**Feedback:** Specific and timely feedback has been proven to increase achievement

1. Attribution Theory – We typically attribute success to effort, ability/intelligence, luck or the difficulty of the task. Effort is the one we can most control. Specific feedback related to effort can help build self-reliance. Your feedback can help students see the power of their own behavior and effort. An example: “Because you listened carefully during the presentation, asked questions to clarify your own understanding, reviewed your notes and activities carefully, your performance on the test was high. You must feel very proud of yourself.”
2. Specific feedback related to academic performance when student help set learning targets and are well aware of expectations can similarly enhance self-reliance, a sense of competence and academic capacity.

## REFLECTION FOR TEACHING AND LEARNING

### Teachers: Nine Questions for a Ninety-Second Post Lesson Self Analysis

1. Did I pre-assess students before teaching the lesson to better understand where students stand in their prior learning and background knowledge?
2. Did I identify the standards based-objective/learning outcome in this lesson in terms students fully understood and draw them into the lesson through an anticipatory set?
3. Did I adequately anticipate the needs of my English Learners? Special Education students? High Achievers?
4. Did I check the learning of all students?
5. Did I make adjustments based on my checks for understanding?
6. Did I involve students throughout the lesson?
7. Did I use strategies to motivate the students, help them pay attention and put forth effort throughout the lesson?
8. Did I have students summarize or take stock of their own learning provide closure to the learning?

*Based on my analysis, I will continue to \_\_\_\_\_ and will be more mindful of \_\_\_\_\_.*

### Another stab at analysis: 5 questions in 5 minutes!

1. What went well?
2. Did the student learn what you intended?
  - a. •If they did, what evidence do you have to show the learning?
  - b. •If they did not (or for those who did not), where did students struggle?
3. Did you modify your original plan at some point as a result of checking for understanding or student feedback? If so, what triggered the modification and what did you do differently?
4. What “aha” moment did the lesson provoke?
5. What will you continue to do as a result of this lesson and what will you be more mindful of in future lessons?