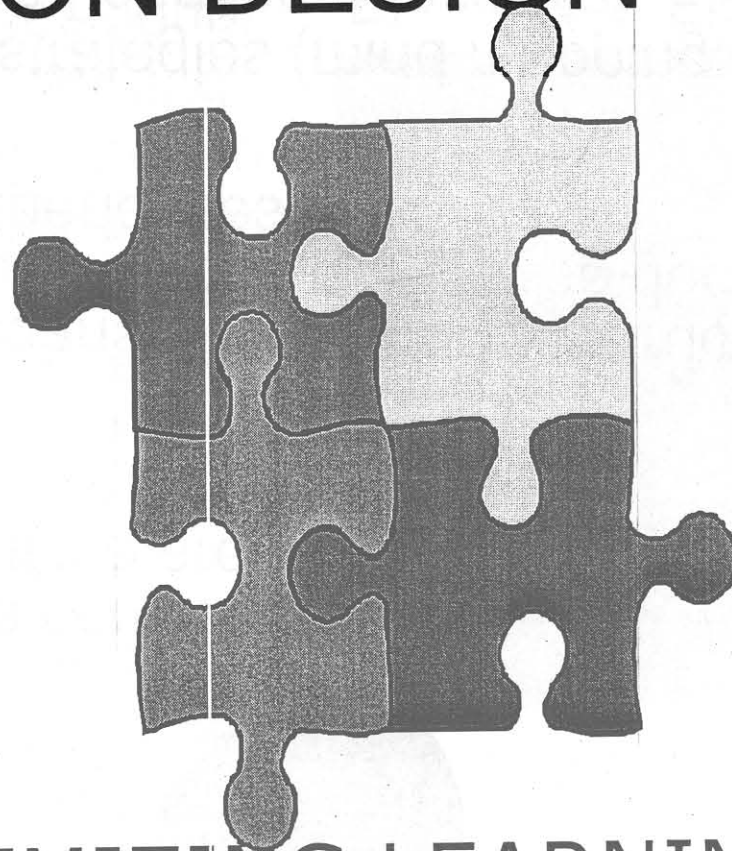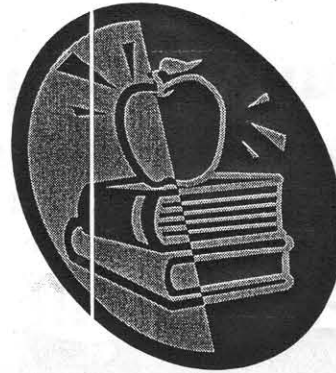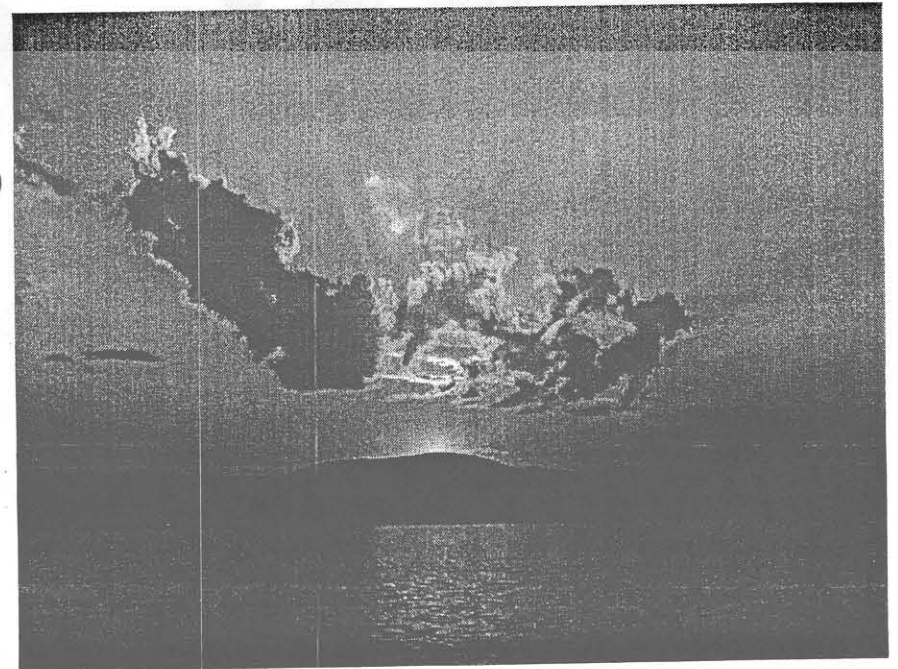# LESSON DESIGN

MAXIMIZING LEARNING

- Effective teaching is a complicated business. We need guidance and advice if we are to become experts at imparting learning.

- Lesson design is a means of organizing instructional components so the teacher can make wise decisions in designing learning experiences.

- We use instructional strategies (mind mapping, Venn diagrams, Cooperative Learning, Place Mat, Fish Bone, etc.) to increase the effectiveness of the lesson design components.
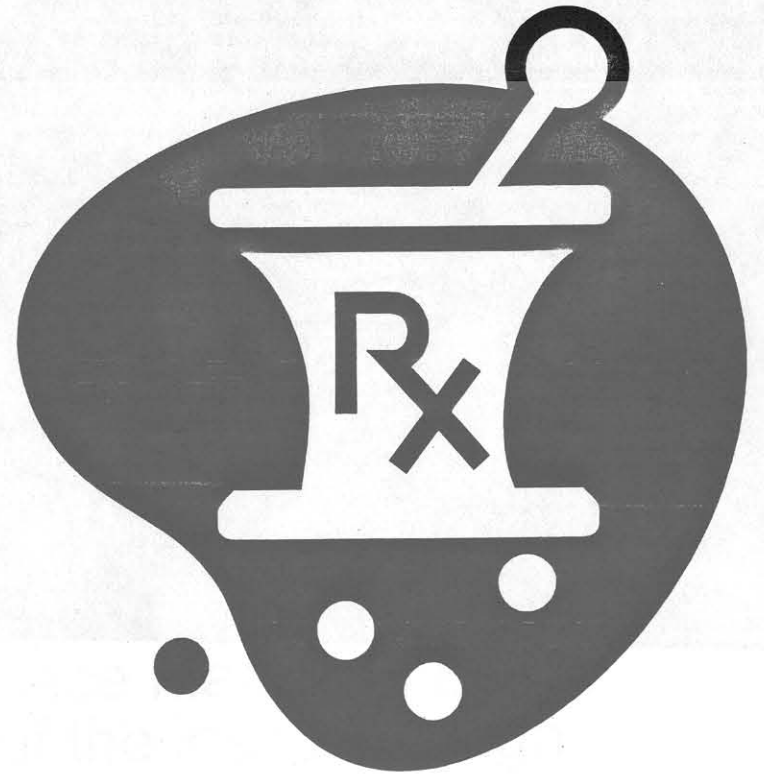
LESSON DESIGN

- Madeline Hunter, a Canadian who spent her professional life observing and working with teachers, suggested in 1970, that there was a way to make sense of why some teachers were extremely effective and why others were not instructionally successful.

- By using a lesson design process, she suggested we could organize instructional components. She says, "It is not a rigid formulae but a launching pad for creativity."
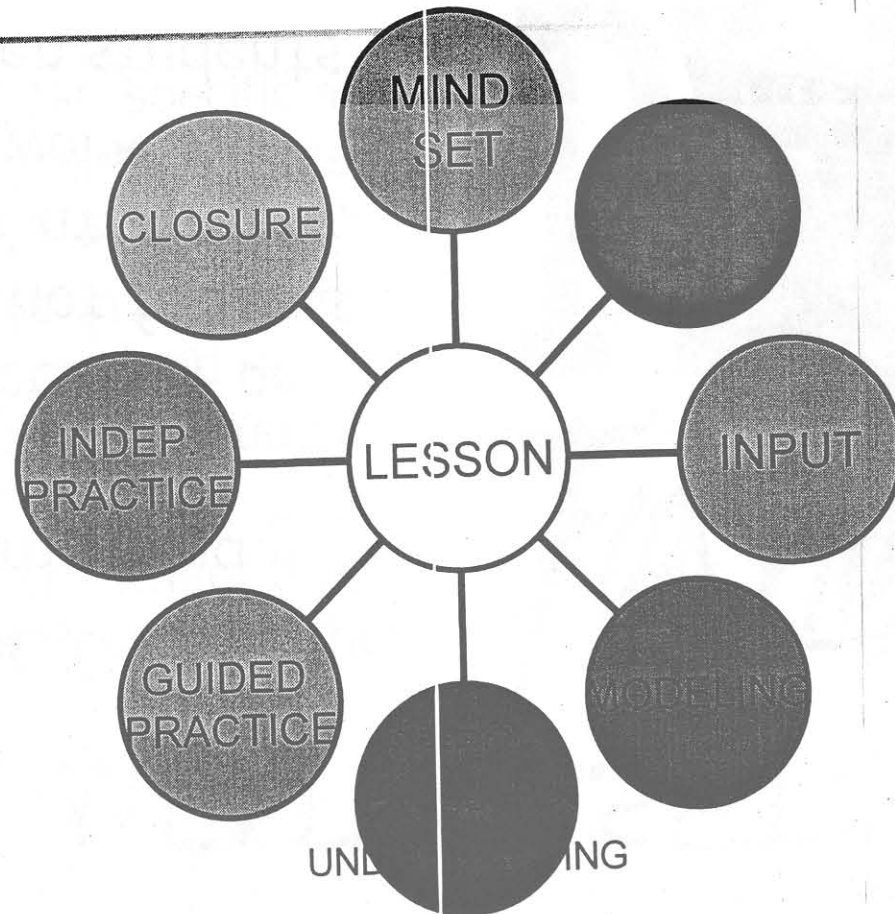
LESSON DESIGN COMPONENTS

- 1. Mental Set (Anticipatory Set)
- 2. Objectives and Purpose
- 3. Input
- 4. Modeling
- 5. Checking for Understanding
- 6. Guided Practice
- 7. Independent Practice
- 8. Closure

These can exist in any sequence, can be used as a complete "set" or in parts, and can be stacked or integrated.
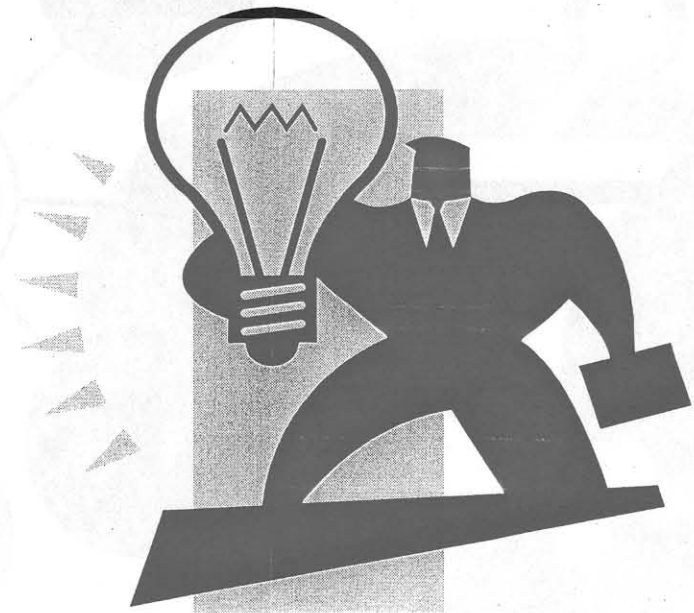
Blocks of Lesson Design

1. MENTAL SET

- The "HOOK"
- Getting the mind ready to learn
- A short activity or prompt that focuses students' attention , i.e. "bell work"
- Used when students enter the room or are in a transition.
- Sets the link to past experiences.

2. PURPOSE/OBJECTIVE

- Objective is clear, specific and meaningful; it tells why kids need to learn this "stuff". *meaningful*

- They are stated in terms of student behaviour and is measurable. Ex. The student will be able to _____ by _____.

- If students know where they are going, the chances of their arriving at the destination is increased.

- Done at the start of a lesson or after an interruption BUT may be kept until the end if a discovery lesson is planned

PLAN For the Future

3. Input

- **Vocabulary, skills and concepts students need to be successful**

  ordaf *foem*

- **Teachers must consider gender, multiple intelligences, brain, culture and ethnicity.**

  kyn *fjölgreindir* *heila* *menn.* *etnisk*

- **Information may come from books, videos, students, activities such as drama, mind mapping, concept attainment, group investigation, field trips, computer searches, peers in cooperative learning situations, etc.**

4. Modeling

- Modeling helps students remember.

- The teacher shows in graphic form or demonstrates what the finished product will look like.

- The teacher's responsibility is to focus the learner on the essentials of the new learning by labeling critical elements.

- This may be used in Checking for Understanding, Closure, or Practice.
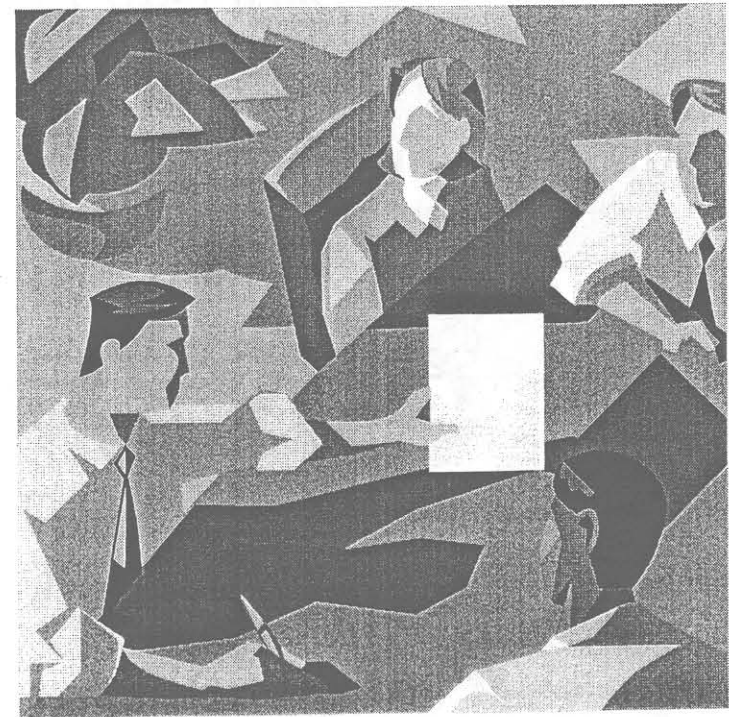
5. Checking for Understanding

- Checking increases the chances that students will be successful.
- The teacher uses a variety of questioning techniques to see if they "got it".
- Students are observed performing the new skill. Students MUST be working to learn.
- The teacher gains feedback on the quality of the learning.

- 3 types of CFU are: 1. choral, 2. individual and 3. sampling.
- EX. Pose a question to the whole group and then sample a few students for a response.
- This is often used in CLOSURE.

?!

6. Guided Practice

- The teacher leads the students through the necessary steps to perform the skill accurately, i.e. hear/see/do.

- Guided practice needs to be done immediately after Input so accuracy can be determined.

- If too easy, students are bored; if too hard they get frustrated.
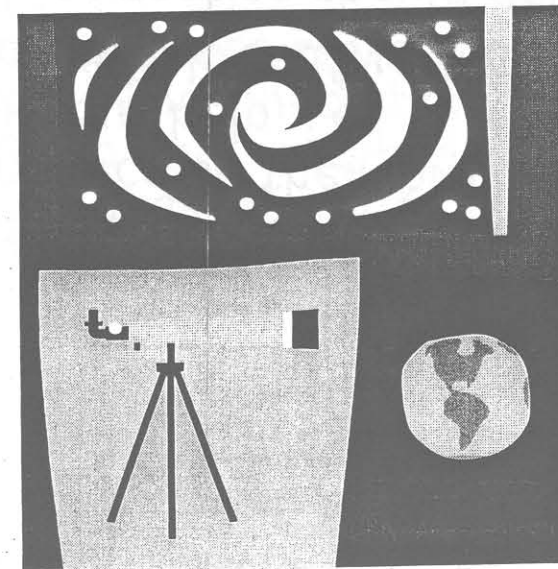
7. Independent Practice

- Students are released to practice on their own, without help, i.e. homework/seatwork.

- This practice should develop fluency.

- Teachers must consider how much, how often and for how long students should practice.

- Students must be provided with immediate feedback.

- "The one who is working in the ONLY one who learns." (Harry Wong)

8. Closure

- A review or wrap-up of the lesson, "Tell me/show me what you have learned." This summarizes learning and/or states a future purpose.

- All students are involved. The activity relates to the objective.

- Such strategies as journal writing, end of class reflection, statement of objective or skill learned, "I learned that...", formulating questions on the topic, group quiz, overhead fill in the blanks, pop quiz, lesson summary, questioning & signaling, anticipatory set for next lesson, and so on. Make sure you consider the levels of questioning contained in Bloom's Taxonomy.

- Closure helps the teacher to decide if additional practice is needed, if additional teaching is required, and/or whether or not the students are ready to move on.

SUMMARY

- **The Hunter model of lesson design is a proven method of directing students in their learning. The effectiveness of any plan however, is whether or not students have learned the material and met the outcome. The transferability of the material learned is a good indicator of the effectiveness of the lesson.**

- **Effective teachers will have such a plan in mind and will couple it with the most effective learning strategies or processes so as to maximize the learning for students.**