

LESSON DESIGN

Ppt – Session - 5

LESSON DESIGN

Designing lessons

A thinking process in which teachers structure learning.

Purpose of lesson plans

To guide the teacher in helping students achieve the intended learning outcomes.

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What do students need to know and be able to do ?

The teacher needs to look at the standards, goals and objectives for a particular unit, that will form the basis for the lesson.

The objective is a statement of measurable student performance.

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How to assess that learning has occurred?

Assessment should be an integrated component of all instructional planning, not just something that happens at the end of teaching.

Assessment methods should vary based on the desired learner outcomes.

Assessment should be understandable and meaningful to students, parents and educators alike.

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What instructional strategies/activities will students experience?

A distinction must be made between merely doing an activity and using a strategy to increase learning and application.

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How to meet the needs of all learners?

Lessons must be constructed with appropriately varied instructional practices, materials, and assessments necessary to ensure differentiated instructions.

Examples:

- **Flexible grouping**
- **Balance of independent, cooperative, teacher-directed learning**
- **Pacing variations**
- **Text / print resources of varying levels of difficulty**

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How to make the learning relevant for students?

Provide a classroom environment for connecting fundamental and conceptual learning to authentic application.

Link learning to the Graduate Profile.

Give opportunities for making connections between: new learning, prior learning, and future learning.

Learning in other disciplines.

Learning in their own lives and/or the world beyond the classroom.

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Teaching objectives I

What, specifically, should the student be able to do, understand, care about as a result of the teaching?

Bloom's *Taxonomy* →

Educational terms used in an instructional objective: provides guidance to the teacher in structuring questions at the level of proximal development, i.e., a level at which the pupil is prepared to cope.

Questions progress from the lowest to the highest of the six levels of the cognitive domain of the

Taxonomy of Educational Objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation.

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Teaching objectives II

Standards of performance are to be expected and when pupils will be held accountable for what is expected. The pupils should be informed about the standards of performance.

Standards: an explanation of the type of lesson to be presented, procedures to be followed, and behavioral expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.

ELEMENTS OF LESSON DESIGN

The Madeline Hunter "seven step lesson plan."

Dr. Madeline Hunter's research indicates that effective teachers usually include the following elements in their lessons.

- I. Anticipatory Set / Set Induction**
- II. Core Instructional Elements**
- III. Closure**
- IV. Independent Practice**

Not all elements belong in every lesson although they will occur in a typical unit plan composed of several lessons.

I. Anticipatory Set / Set Induction

A short activity, dispatch or prompt that focuses the students' attention and ties previous lessons to today's lesson.

- 1. Instructional objective(s)*
- 2. Purpose*

I. Anticipatory Set / Set Induction

Instructional objective(s): Gets the learner focused

Function:

- to grab the student's attention: actions and statements by the teacher
- to relate the experiences of the students to the objectives of the lesson.
- to put students into a receptive frame of mind.
- to focus student attention on the lesson.
- to create an organizing framework for the ideas, principles, or information that is to follow
- to extend the understanding and the application of abstract ideas through the use of examples or analogy

Purpose:

- an explanation of the importance of the lesson (why the students need to learn it)
- a statement concerning what students will be able to “do” when they have completed it
- how they will show learning as a result as made clear by the teacher.

Used:

- any time a different activity or new concept is to be introduced ➤ start of a lesson
- when students enter the room ➤ intervention ➤ at a transition

Examples:

- A hand-out given to students at the door ➤ review question written on the board,
- "two problems" on the overhead projector, etc.

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- **or analogy**

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II. Core instructional elements

Teaching / presentation: →

- a. Input (Providing information)*
- b. Modelling the information or process*
- c. Guided Practice*
- d. Checking for Understanding.*

II. Core instructional elements

Teaching / presentation: →

a. Input (Providing information)

(vocabulary, skills, concepts and knowledge needed for students through lecture, film, tape, video, pictures, etc.)

- Organized as basic information
- Presented in simplest and clearest form
- Response to queries given

II. Core instructional elements

Teaching / presentation: →

b. Modelling the information or process

(With the aid of the material that has been presented, the teacher shows students examples of what is expected as an end product of their work. The teacher shows in graphic form or demonstrates what is to be learned.)

- accurate and unambiguous
- critical aspects are explained through labeling, categorizing, comparing, etc. controversies avoided in first model
- students are taken to the application level (problem-solving, comparison, summarizing, etc.)

II. Core instructional elements

Teaching / presentation: →

c. Guided Practice (follow-me method)

(The teacher leads the students through the steps necessary to perform the skill. This is an opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed. [Fred Jones' "praise, prompt, and leave" is suggested as a strategy to be used in guided practice.])

- during the lesson
- frequent
- use of the trimodal approach – hear / see / do
- massed
- distributed: * how much? * how long? * how often?

II. Core instructional elements

Teaching / presentation: →

d. Monitor and Adjust (Checking for Understanding)

(Before proceeding, the teacher uses a variety of questioning strategies to determine if the students are understanding / are understanding and to pace the lesson (move forward? / back up?) If there is any doubt that the class has not understood, the concept / skill should be re-taught before practice begins.)

- signalled answers
- choral responses
- sampling of individual responses

III. Closure (Internalize learning)

A review or wrap-up of the lesson → Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. It is used to help students bring things together in their own minds, to make sense out of what has just been taught.

"Any questions? No. OK, let's move on" is not closure.

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,
- to help organize student learning,
- to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.,
- to reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval.→

III. Closure (Internalize learning)

Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.

- learners must summarize learning
- bridge to future learning
- exercise opportunity to monitor

IV. Independent Practice (Self-Study and Home Assignments)

Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. The teacher releases students to practice on their own. Practice is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for decontextualization: enough different contexts so that the skill / concept may be applied to any relevant situation...not only the context in which it was originally learned.

The failure to do this is responsible for most student failure to be able to apply something learned.

- feedback
- correction