

Madeline Hunter Lesson Plan Template

Behavior Standards

- ✓ Get 100% student attention
- ✓ Tell students your expectations for their behavior

Anticipatory Set

- ✓ In what way will you activate their **prior knowledge and experience** to help them relate to today's lesson?
- ✓ Sometimes called a "hook" 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 focus student attention on the lesson.
- ✓ State objective and set the purpose for learning.
- ✓ The Anticipatory set does- invite, engage, grab, direct attention
- ✓ The Anticipatory set, for an observation, does not- over stimulate, last a really long time

Standard/Objective (The Standard is the national or state standard which is the broad curricular purpose or goal of the lesson. The objective is the more specific objective related to the broad curriculum standard.)

- ✓ Before the lesson is prepared, the teacher should have a clear idea of what the teaching **objective is**. (*Content Objective*)
- ✓ What, specifically, should the student be able to **do** as a result of the teaching? (*Behavioral Objective*)
- ✓ The teacher needs to know what **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.
- ✓ Behavioral Objective will use a performance objective.

ask	change	paraphrase	predict	arrange	rearrange
combine	recombine	construct	reconstruct	group	regroup
name	rename	order	reorder	phrase	rephrase
state	restate	write	rewrite	compare	contrast
combine	criticize	deduce	substitute	agree	disagree
answer	argue	compliment	contribute	praise	volunteer
abbreviate	alphabetize	articulate	accent	capitalize	hyphenate
outline	print	pronounce	punctuate	read	reread
recite	revise	say	speak	spell	summarize
syllabify	tell	retell	translate	verbalize	categorize
chart	cite	circle	compile	copy	diagram
itemize	label	relabel	mark	quote	record
underline	reproduce	sort	compose	recompose	sort
assemble	reassemble	blend	illustrate	express	identify
respond	connect	decrease	increase	limit	prepare
report	begin	complete	correct	erase	finish
inform	produce	propose	repeat	type	create

④ **Instructional Input** (What knowledge/ critical attributes will you communicate to the student so that the student will understand the objective?)

- ✓ Teacher: tell, lecture, stand up and deliver
- ✓ Students: sit and get, watch, listen
- ✓ Define and clarify the concept

★ Multiplication is adding group of the same thing.

★ An Adjective is a word that describes a person, place or thing.

★ Synonyms are words that mean the same or nearly the same.

★ Nouns name people, places, or things.

- ✓ Determine the basic / essential information first
- ✓ Present the information in simplest and clearest form

④ **Modeling**

- ✓ How will you **show/demonstrate** the skill or competence so the student will also be able to do it?
- ✓ Demonstration and/or example of the acceptable finished product or process. **Show, Show, Show!!**
- ✓ Model highlighting the critical attributes (Be sure your example clearly illustrates the concept.)
- ✓ Use examples that are accurate and apparent
- ✓ First models must be accurate and unambiguous. (This is not likely to happen if the model is generated from students). *Avoid* questioning students to gain your model or example. Ask students for examples later, after they have shown you that they have mastered the model and can identify a clear example.

④ **Checking for Understanding** (How will you check that the students have understood/learned the objectives?)

- ✓ **Signal**-Pose a question, display a problem, or make a statement directly related to the objective that every student must answer, use a cueing statement. “When I say ‘show me’ or ‘On three’...” Dr. Hunter would suggest giving more than one question to ensure you have mastery rather than a lucky guess.

- ❖ “Look at the multiple choice question. Decide which answer you would select and when I say ‘show me’, place that number of fingers under you chin.”
- ❖ “Thumbs up if the statement I make is true, down if false, or to the side if you’re not sure.”
- ❖ “Make a plus with your fingers if you agree with the statement, a minus if you don’t, and a zero if you are unsure.”
- ❖ “Look at the sample problem and the 3 possible answers. Decide which answer you would select and place that number against your chest.
- ❖ “Hold up the 😊 card if the answer is a multiple of 2 or the ☹️ card if the answer is not.”
- ❖ “Hold up the  card if the item starts with the “P” sound. Hold up the  card if the item starts with a different sound.
- ❖ “Hold up the  every time you hear a simile.”
- ❖ “Hold up the  sign every time you hear a sentence that states a fact.”

All Students Demonstrate Understanding	Most Students Demonstrate Understanding	Most Students Demonstrate that they do not Understand
<ul style="list-style-type: none"> ❖ Move on to Guided Practice 	<ul style="list-style-type: none"> ❖ Move on to Guided Practice but <u>focus immediately</u> on the children who <u>did not</u> demonstrate understanding. 	<ul style="list-style-type: none"> ❖ Re-teach the lesson; do not move on to guided practice. ❖ Reteaching should focus directly on the skill. Remove any distracters from the lesson.

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Guided Practice (What activities will the students perform under your supervision with constructive feedback to ensure that they are able to practice the material?)

DESIGN	PRACTICES
<p>*Provided in short, meaningful parts (10 problems will be enough to show you what students can do).</p> <p>*Practice periods should be short allowing students to put forth intense effort.</p> <p>*New learning isn't very long-lasting, so establish several practice periods scheduled close together embodying the same principle, operation, or mode of attack.</p>	<p>*If they make mistakes, you are able to show them how to do it correctly.</p> <p>*Circulate in the room, be sure to visit those students who did not demonstrate mastery often to guide their practice.</p> <p>*Pull small group to re-teach.</p> <p>*Praise, prompt, and leave</p>

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Independent Practice (List seatwork assignments the students will be given to successfully practice the material/skill **without teacher supervision.**)

- ✓ This is done only after the students have shown you that they understand the objective.
- ✓ Continued practice of the whole task by the students without the instructor's monitoring and guidance.
- ✓ **Massed Practice-** (At the beginning of learning a new concept). A term used by Madeline Hunter that suggests that this concept should be presented and practiced in several more learning sessions with guidance employing the same underlying concept. Although it may seem redundant, it will produce rapid learning.
 - Homework can be used to mass practice something *providing* that the skill was learned and you *are not setting students up to practice their mistakes*. If you are not sure, do not assign as homework.
- ✓ **Distributed Practice-** Revisit previously taught concepts by offering them in spaced learning sessions. This will yield long remembering.