

Madeline Hunter's Eight-Step Lesson Design

Dr. Madeline Hunter's research showed effective teachers have a methodology when planning and presenting a lesson. Hunter found that no matter what the teacher's style, grade level, subject matter, or economic background of the students a properly taught lesson contained eight elements that enhanced and maximized learning. She labeled the elements and began two decades of teacher training. The elements, referred to as Lesson Design, Target Teaching, or Clinical Teaching, have stood the test of time - still used today in most teacher colleges and as reference for judging teacher effectiveness in many school districts.

Within each element of Lesson Design, there are many sub-skills, methods, and techniques - each demanding training, practice, and review in order to attain mastery of the Hunter model. Knowing about or reading about Lesson Design will not likely produce flawless performance.

Lesson Design

- 1) **Anticipatory Set (focus)** - A short activity or prompt that focuses the students' attention before the actual lesson begins. Used when students enter the room or in a transition. A handout given to students at the door, review question written on the board, "two problems" on the overhead are examples of AS.
- 2) **Purpose (objective)** - The purpose of today's lesson, why the students need to learn it, what they will be able to "do", and how they will show learning as a result are made clear by the teacher.
- 3) **Input** - The vocabulary, skills, and concepts the teacher will impart to the students - the "stuff" the kids need to know in order to be successful.
- 4) **Modeling (show)** - The teacher shows in graphic form or demonstrates what the finished product looks like - a picture worth a thousand words.
- 5) **Guided Practice (follow me)** - The teacher leads the students through the steps necessary to perform the skill using the trimodal approach - hear/see/do.
- 6) **Checking For Understanding (CFU)** - The teacher uses a variety of questioning strategies to determine "Got it yet?" and to pace the lesson - move forward?/back up?
- 7) **Independent Practice** - The teacher releases students to practice on their own based on #3-#6.
- 8) **Closure** - A review or wrap-up of the lesson - "Tell me/show me what you have learned today".