
Madeline Hunter's Lesson Plan Format

The research conducted by Dr. Madeline Hunter showed that effective teachers use a methodology when they are planning and presenting a lesson. She discovered that no matter what the teacher's style, grade level of students, the subject matter being taught, or economic background of the students, an organized lesson consists of eight elements that enhances and maximizes student learning. The elements of her lesson plan design/template have withstood the test of time and are still being used today. Embedded in each element of the lesson design are many sub skills, methods, and techniques that require training, practice, and review in order to achieve mastery of the Hunter lesson plan model.

The lesson plan template that is included in this Curriculum Guide is reflective of this lesson plan design and has been adapted to fit our district's needs.

Madeline Hunter Lesson Plan Template

Materials/Resources Needed:

1. **Anticipatory Set** (In what way will you activate their **prior knowledge and experience** to help them relate to today's lesson.) Focus attention, brief practice on previous/related learning
2. **Objective/Purpose** (The **object** is what students will be able to **know/do** by the end of this lesson. The **overarching purpose/understanding** is the **broad goal/curriculum** standard related to the discipline.)
3. **Instructional Input** (What knowledge will you communicate to the student--**tell, lecture, stand up and deliver** so that the student will understand the objective.) Disseminates new information and activities to achieve the stated objectives
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
5. **Checking for Understanding** (How will you check that the students have understood/learned the objectives?) Activities which examine the student's possession of central and essential information to achieve the stated objective
6. **Guided Practice** (What activities will the students **perform under your supervision** to ensure that they are able to practice the material. If they make mistakes, you are able to show them how to do it correctly.) Close monitoring and direction of the students by the instructor as they practice the whole task for the first time independently of each other

7. **Independent Practice** (List homework or seatwork assignments the students will be given to successfully practice the material/skill **without teacher supervision**.) Only after you **know** the students can proceed, the continued practice of the whole task by the students without the instructor's monitoring and guidance.

Note: Not all steps are present in every lesson. In some cases, **some of these steps can occur more than once.** It is **not a rigid formula.** It is intended to guide thinking about what is necessary in a particular lesson. Sometimes it can take more than once class session to complete all of the necessary steps.

<http://www.svsu.edu/~mcmanus/edl622/hunter.htm>

<http://nerds.unl.edu/pages/preser/sec/assessment/hunter.html>

A Modern Version of Madeline Hunter's Lesson Plan Template:

Class:
Unit:
Teacher:
Objectives: What the students should be able to do, understand, and care about as a result of the teaching? Bloom's Taxonomy of Educational Objectives may be used.
Standards: What standards of performance are to be expected? When will pupils will be held accountable for what is expected? The students should be informed about the standards of performance. (Standards are 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.)
Materials: List the materials needed for this lesson.
Duration: The amount of time needed to complete this lesson.
Anticipatory Set: This part of the lesson is to "grab" the students' attention or relate the experiences of the students to the objectives of the lesson. This part of the lesson: <ol style="list-style-type: none"> 1. Focuses the student attention on the lesson. 2. Creates an organizing framework for the ideas, principles, or information that is to follow 3. Extends the understanding and application of abstract ideas through the use of an example or an analogy; or may be used when a different activity or new concept is being introduced.

Teaching:**Input**

The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

Modeling

The teacher uses the materials to show students' examples of what is expected as an end product of their work.

Checking for Understanding

It is important for students to understand what is to be learned before they practice it.

Questioning Strategies

This section enables teachers to ask the right questions to probe for higher levels of thinking. Again, teachers may find the Bloom's Taxonomy of Educational Objectives a valuable tool in questioning strategies.

Guided Practice:

This part of the lesson allows students an opportunity to demonstrate their understanding of the lesson by working through an activity or exercise under the teacher's supervision. This is the time for the teacher to move around the room and determine the level of mastery and to provide individual remediation, if necessary.

Closure:

These are statements by a teacher that are designed to bring a lesson or presentation to an appropriate conclusion. Closure is the act of reviewing and clarifying the key points of a lesson. It is used to:

1. Cue students to the fact that they are at the end of the lesson.
2. Help organize student learning.
3. Help students form a clearer picture of what the lesson is all about.

Independent Practice:

This section is for reinforcement practice. This may include homework, group work, or individual work in class. It may also be used for projects or as a way for students to apply what they have learned.

<http://template.aea267.iowapages.org/lessonplan/>

“The Madeline Hunter Model”

Lesson Date and Time:	No. of Students:
Room Number:	Miscellaneous Information:
Teacher’s name:	

What is the lesson objective?

(What will the students learn and/or demonstrate?)

Standards addressed and expectations of students:

Anticipatory Set:

(“The Hook” -- something to excite the student about the subject matter)

Teaching/Instructional Process:

(Input, modeling, and checking for understanding)

Guided practice and monitoring:

(Monitor orally individually or together; monitor via written language or via a task performance; monitor via group sampling or visual answers, e.g., “thumbs” -- you monitor to know if students are learning and lesson objectives are being met)

Closure:

(Statements or actions by you that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion and frustration, and to reinforce major points to be learned)

Independent Practice:

(This can be a question or problem for students to ponder on their own or in small groups or pairs. The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings.)