

Lesson Planning (Madeline Hunter method)

Experienced teachers often use a "plan book" containing squares for each period of the day. In each square is written the activities which are planned for the period. Knowing the activity the regular teacher or substitute has enough experience to follow a professional lesson format by habit. To form such habits, beginning teachers need to do more thorough planning to be sure the professional components of a lesson are prepared and followed. The format below is designed to include the lesson components on which teachers are normally evaluated. Not all components are necessary in every lesson. If something is not applicable, leave it out.

1) **Introduction:** How will you help students reach a state of readiness and motivation for the new lesson? Include any components below which apply, in the order you will use them.

Anticipatory Set: A question or task which "hooks in" to prior knowledge may be used, even during a transition or taking roll, to focus on the new lesson and diagnose students' entry level.
Example: Get out your math book and paper, and then write what you thought was the hardest multiplication fact we learned yesterday.

Goals: The goal of each lesson should be shared with students. Example: The student will be able to compute with whole numbers.

Objectives: Long range goals are seldom reached in one lesson. State the lesson objective(s), that is, what will be accomplished toward the goal in this lesson. A common format is:

Who ("You...")
What (behavior) ("...will write the multiplication facts of 6, with factors from 1 to 9...")
How well ("...with 100 percent accuracy...")
Under what conditions ("...in one minute or less.")

Not all objectives need to be behavioral. Refine your objective until it is stated in clear, student language, and then tell it to the students.

Motivation: Tell why the lesson is important; how it will help students, interest the students, and involve them.

Review: Past skills or knowledge and relate them to the objective.

Pre-test: A pre-test on the new knowledge may be used to help the student determine what he/she knows or needs to learn.

Advance organizer: Tell the key words or key ideas of the new lesson, so students can organize them in their minds and notes.

Expectations for behavior: Tell any safety precautions and rules of behavior which will help the lesson succeed.

2) **Information:** If the knowledge or skills to be taught are contained in teaching materials (textbook, films, educational software, handouts or workbook, etc.) then list them here by title and page number or appropriate identifier. If not, outline the information in the order in which it should be presented. Explain any lab procedures needed.

3) **Activities and/or Guided Practice:** What will students do besides listen? This makes the difference between a professional teacher and a lecturer. Plan and prepare materials as needed. Examples: Discussion questions, small group projects, games, role playing, practice exercises, lab procedures, field trips, etc.

Plan any of these which are needed:

- Directions for each activity (write them out in the plan).
- Demonstration or modeling (skills always should be modeled).
- Guided practice (attach any worksheets to the plan).
- Reading training (vocabulary and study guide for reading text).
- Feedback (check on progress during lesson). Note the difference between a discussion question answered by only one student ("When we attempt this jump should the rail be on the near side of the pole or the far side?") and a feedback question answered by all ("Raise your hand if you think the rail should be on the near side of the pole when we attempt this jump"). Plan some feedback questions or ways to check on each student.
- Coaching, peer tutoring, or cooperative learning arrangements.
- Enrichment and remediation. What will students do if they finish early? What will they do if their work is inadequate or incorrect? List provisions for slow learners and gifted students.

4) **Independent Practice:** What homework assignment will you make? Write goof-proof directions. When will it be due? How will it be checked?

5) **Evaluation:** How will you evaluate whether or not each student accomplished the lesson objective? This part of the plan determines how well students will pay attention in your future lessons. Plan any of the following which are appropriate

- Collecting and grading classwork or homework. Students learn more if they grade their own papers (not their neighbor's), but save one or two items for you to grade. Never have students call out their grades in class. Collect the papers and record the grades.
- Performance (as in penmanship, P.E. , art, music, industrial education). State the criteria you expect for the performance as a result of this lesson.
- Record ratings on a roster or checklist.
- Oral quiz or post-test. Prepare the questions and answer format.
- Test later. If students will be tested later on this lesson along with other lessons, write the test questions for this lesson now. Include questions on higher level thinking skills.

6) **Closure:** Research shows that a closing summary or review of the key points increases learning. A preview of tomorrow's lesson aids continuity. Try to end the lesson in a positive way, with students convinced that they benefited from the lesson.

7) **Materials and Equipment:** (Optional) List any items you would have to gather next year to teach this lesson again.

Other (Traditional) Lesson Plan Formats-

Where to Begin When Writing a Complete Lesson Plan for the Classroom

Direct Instruction Lesson Plan

A lesson plan much like a Madeline Hunter Lesson Plan.

Objective - What will students be learning (specific; what do you want your students to learn)?

Materials Needed - Listing of all materials for the lesson from start to finish.

Step One -Anticipatory Set. Introduce the lesson by relating the lesson topic to everyday life or situation your students may encounter. A simple example:

If you're teaching students about the rain forest, ask if anyone has been there, or seen animals that may have been from the rain forest. Draw on any pre-knowledge they may already have about the lesson topic.

Step Two-Objective. Tell students exactly what they will be learning. Stress the importance of learning the material; (students need to reflect on how useful ANY topic they learn can be in their own lives.)

Step Three-Instructional Input/Modeling. Lecture or discussion. Teacher Modeling comes into play here; demonstrate for students what it is they need to learn.

Step Four-Check For Understanding. Once you've demonstrated your ideas through modeling or lecture, ask students about the lesson topic: what can they tell you, how can they relate the information to their own lives, what is the importance of the information. Math: can they compute, handouts are popular here to check for understanding, however, I tend to stray away from the paper/pencil pretests. Lead discussions, begin debates, role play...be creative in your classroom. DARE TO BE DIFFERENT.

Step Five-Independent Practice. Have students on their own develop a play, write a fantasy story, make up a Math Puzzle of 9 blocks (each row must add up to 27) whatever the objective, test students individually or in groups by allowing them to have fun while they learn.

Step Six-Closure. Ask students to repeat what they've learned, give students an overview of the lesson.

Step Seven-Method of Evaluation. Check students' progress during independent practice. You may grade their role-playing performance, a teacher-made test, a math work sheet, a story they wrote, etc.. Use heterogeneous cooperative learning groups as a filler to provide time for students to discuss issues/key points about the lesson and to process information.

Comic-E Lesson Plan

It is most helpful to use this format when teaching science experiments in the classroom.

Example: Growing a Beanstalk

Material Needed - List all materials needed for the experiment, from start to finish.

Process - A brief overview, or summary of what students will receive (materials), what they will do with the materials, how students will be grouped, etc.

Observing - Students keeping record of changes occurring during the experiment.

Classifying - Students 'grouping' or graphing similarities/differences.

Measuring - Measuring growth, height, distance, etc. (Charts are helpful here.)

Communicating - Draw comparisons/conclusions; students can keep journals, records of changes from day to day.

Experimenting - Vary information/data to groups of students. Example: Have group 1 grow string beans, group 2 grow lima beans, etc. Limit water to one group, give another plant food, etc.

Conclusion - Have students keep science logs/journals throughout the science experiment over several days or weeks. Students can reflect on the information they've collected from the start of the experiment to the end. The teacher can then review the specific steps taken in experiment.

Concept Attainment Lesson Plan

Rationale -The purpose of the lesson; what do you want students to learn.

Objective(s) -What will students be able to do at the end of the lesson.

Before the Lesson -Select and define a Concept. Organize opposite attribute of a topic. For example: Banana, apple, turnip, peach, pear. All are fruits except for the turnip.

During the Lesson - Introduce the process to the students: Take time to explain to student what you will be doing. (Use of the overhead projector is helpful here.) Create two lists: 1)Positive and 2)Negative.

Present the examples and begin to list the attributes:(List one at a time. Have students raise their hands if they know the concept) Example: 1) Banana, Pear, Peach 2)truck, turnip, table, sandwich. (Here, students may have thought either the concept was fruit or things that begin with 't' until you put the word sandwich on the list.

Give additional Examples -Students can participate and give examples of the concept (positive) or negative.

Discuss the Process - With students, discuss step by step-making sure that all the students comprehend how they arrived at their definition of the concept. This will be a building block for the next activity: Independent Practice.

Independent Practice/Evaluation. Students are to create their own Concept Model. This works best when the class is grouped into pairs, where each students can work with another. Progress and evaluation is monitored throughout this activity.

More about Madeline Hunter Lesson Plan

The Madeline Hunter Lesson Plan is a Five Step Lesson Plan; one to be the most popular use by teachers.

Step I --Introduction

In a track meet, the runners have to prepare themselves well to run down the track for a good start. The starter aids the other runner by giving them a few simple commands which ensure all will be off to a good start. At the call of "ready", the runners focus in on the starter, positioning themselves at the edge of the starting line. At the command of "set", runners get into a starting position, mentally preparing for that starting gun. All the previous races and starts made are transferred into this race. Hearing the command, "go", the runners spring forward into yet a new race, the outcome determined at the finish line.

Those starting commands are not unlike the teacher's task to mentally prepare students for new learning. Like the starter in the race, the teacher wants to focus the students during the initial stage, transfer any previous learning that may be suitable to the new lesson and actively involve the students so they all get off to a good start. Step I of the 5 Step Lesson Plan, the Introduction, gets the learners off to that good start by providing a transition from previous learning and creating a mind set for the lesson. The Introduction is best kept short so that the lesson time can be devoted to instruction and practice activities.

Transition In order to focus students on the upcoming lesson, the first part of the Introduction is a transition from the previous learning. Transition activities may include brief practice on familiar learning, review of homework or test and/or organizational tasks which prepare the students for the lesson.

Set In the second part of the Introduction, the teacher creates a mind set for the students. This is done by capitalizing on the students' previous experiences which can be transferred to the new lesson. This provides meaning for the students, and establishes a relationship between the new learning, and the skills and concepts the students already have. By giving meaning and context to the new learning, the teacher effectively lays the groundwork for rapid learning and retention of a new skill or concepts.

Step II --Instruction

Instruction is the heart of the lesson. During this step, the critical attributes of the new concept or steps of the new skills are explained and modeled. There are four essential parts to Step II.

1. Providing information
2. Modeling. (Demonstrate: pictures, diagrams, manipulatives.)
3. Checking for understanding. (If one student has it correct have them go around and check other students.)
4. Structured practice.

Providing Information Providing information is the explanation of the new concept or skill to the students. If a concept is being taught, the teacher explains or defines the attributes of the concept and provides an example of each attribute. If a skill is being taught, the teacher explains the steps of the skill and provides examples of each step. By analyzing the lesson objective prior to planning instruction, the teacher determines the nature of the explanation necessary at the time.

Modeling: Modeling is teaching by demonstrations, pictures, or any other technique of a visual nature.

In Modeling, the teacher demonstrates exactly what the students will be doing in the practice activities. The teacher labels the critical attributes of the concept or the steps of a skill using an instructional model (chart or overhead transparency) which remains available as a reference.

Checking for Understanding: The teacher asks questions to determine the students' understanding of the essential components of the lesson. Checking for understanding allows the teacher to decide if more explanation and/or modeling is needed before beginning structured practice. Research has shown that questions which are narrow, direct, and have a single correct answer have a positive effect on basic skills achievement (Alaska State Department of Education, 1982.)

Structured Practice: Teacher directed, lock-step practice of the attributes of a concept or the steps of a skill, using the instructional model as a reference (Horan-Herrick, 1980.) It is a parallel task to Guided Practice, which follows. All students participate in structured practice while the teacher monitors their responses and provides feedback after each response. The purpose is to ensure success before the student moves to Guided Practice.

Step III Guided Practice

When the students have achieved mastery of structured practice, they are ready to begin Step III, Guided Practice. This is the next phase of shaping the student toward independent Practice. It gives the students an opportunity to practice the new learning semi-independently.

The teacher provides practice for the students that parallels the behavior called for in the objective of the lesson. The teacher circulates through the room monitoring their work and providing correct feedback when necessary, as well as reinforcing correct practice. Multiple errors are prevented through teacher modeling and feedback, although feedback is slightly delayed.

Step IV -- Closure

Closure is presented when the majority of students have demonstrated the ability to successfully meet the lesson objective. The purpose of Closure is to provide the teacher with a final check of student success and furnish the students with a summary of the new learning.

Summary: As final review, the teacher can summarize the critical attributes of the concept or steps of the skill taught in the lesson, or select a student to provide the summary.

Final Check: After the teacher or an individual student has summarized the concept or skill, the teacher asks the whole class to do one last practice item. Answers can be checked in a variety of ways: (thumbs up...) It should be simple and quick.

Closure reinforces learning by securing in the students' mind the essential components before moving into Step V, Independent Practice.

Step V -- Independent Practice

The last step in the lesson and begins when students have achieved an accuracy level of 85%-90% in Guided Practice. It reinforces the new learning and develops fluency with the new skill or concept. The activity used should require the students to perform the same skill in the lesson objective and practiced in the previous steps. The reason the task remains the same is that students have mastered the lesson objective only when they can practice the new learning independently (with out teacher support.)

Here, students practice on their own without immediate feedback; instead, the teacher reviews the assignments after completion to assess whether or not their accuracy level has remained the same. Additional help can be administered by the teacher if the accuracy level has not been maintained, monitoring and feedback should be provided during the next day's practice activity.

Although the students are being asked to perform the same task in each practice step of the lesson plan, they are still being presented with a new challenge at each step. The challenge variable is the increasing level of independence required. During structured practice, the students are fully dependent on the teacher for guidance. During Guided Practice, the students work semi-independently with monitoring and feedback. In Independent Practice, the students' work without supervision, and receive feedback after completing the entire assignment.