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Going Beyond "Covering" the Lesson to Purposely Planning Core Instruction

Plain Talk About Reading Institute

2012

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Our Big Ideas

We know that "expert-ful" program implementation does **not** have to sacrifice student engagement, nor does fidelity to the program equal boring and monotonous.

- This session will support literacy educators in linking the art and science of teaching students to read by utilizing the before/during/after the lesson planning tools and resources.

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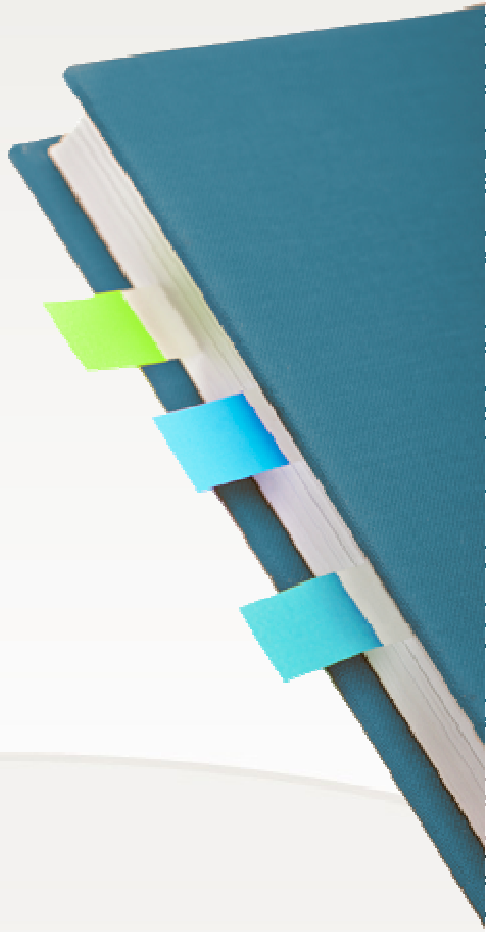
The Bottom Line

Great teaching happens on purpose…

as does poor teaching.



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Assignment: "Good Teacher"

"A good teacher is fun and teaches in a way all levels understand and, most of all, likes to teach. Teachers should be fun. For instance, a teacher who is fun does activities like experiments in science, or math racing and other games to teach. They also should teach in a way all levels of thinking understand. For example, if a person who does poorly in school is gone and comes one day, the students should be able to tell him how to do the assignment and he should be able to understand. But, if one just assigns a lesson and doesn't explain, that's not what a good teacher does. Teachers should like to teach. After a while if the teacher starts getting bored the teacher might want to find a different subject. These are the qualities a good teacher should have to teach."

Trey, 5th Grade

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Assignment: "Good Teacher"

"A good teacher makes learning fun, is good at explaining things, and is good at listening. Kids want to go to a class that is fun because they never know what they're going to do that day and they are more likely to go to class, sit down, and listen to directions. In addition to making learning fun, good teachers are good at explaining things. An interesting teacher is capable of capturing all of the students' attention. A teacher that is good at explaining things wouldn't give up until all of the students understand what they're doing. Other than explaining things, a good teacher is good at listening. Someone that's a good teacher would listen to what the students want to learn about and teach them about it. Also, a good teacher listens to the questions students have a takes the time to help them find the answers. A good teacher keeps things interesting. If the students don't look forward to coming to class, then a teacher has failed."

Terran, 5th Grade

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Assignment: "Good Teacher"

"A good teacher is one who listens to her students, acts friendly, and praises her students for their good efforts. An effective teacher should listen to her students. When listening to her students, a good teacher may learn more about her students' lives. Also, when listening, she learns about personal problems that her students may be experiencing. In addition to listening to her students, she should be friendly. Being friendly helps to gain trust. Being friendly allows students to feel more comfortable in the classroom. Along with being friendly, a teacher should praise her students for their good efforts. Complimenting students gives them a good feeling, and it causes the students to want to continue to work hard for their teacher. Furthermore, praising students for their efforts will help students feel comfortable participating in class. Having these qualities are necessary for a teacher to be successful in the classroom."

Macie, 5th Grade

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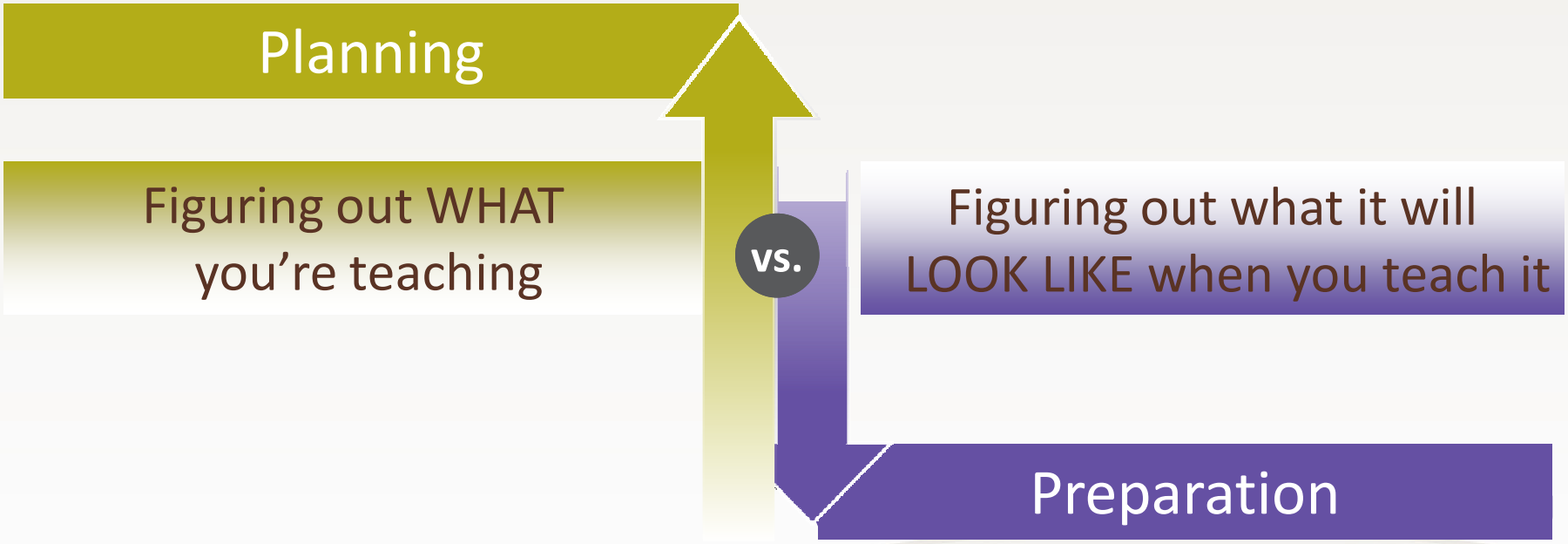
Planning vs. Preparation



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Preparing for a High Quality Lesson

1. What does the lesson assume students know already?
2. What technical, academic language do I need to directly teach?
3. What is my "hook" for the lesson?
4. What are my 5-8 minute intervals?
5. What part(s) of the lesson are bound to go "south" and what am I going to do about it?
6. What are the engagement structures that I'll use? To what end?
7. What is the lesson product and what are my expectations?

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Starting With the End In Mind

Mastering the Assessment

- Read the lesson and the unit assessment thoroughly
- Make a list of the skills that are covered and how many questions are addressing each skill
- Note the specific way that the questions are crafted and ask yourself is the instruction in the manual to set up to prepare kids for the questions on the assessment or do I need to tweak several questions during my instruction to match the way the questions are formed in the assessment?
- Highlight all of the opportunities you have to directly teach, practice and give feedback on those skills represented on the assessment (color code/symbol?)

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Assessment vs. Manual

The Assessment says…	The Manual says…
Which of the following statements would Geronimo make if he were angry?	How would you describe Geronimo when he's angry?

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Starting at Square One

- In order for us to successfully deliver the content in an engaging and interesting way, we need to be able to clearly articulate the following:

What is the point of today's lesson?

How do the little pieces and parts fit into the whole?

How can I weave this into a "big picture" for my students?

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Reading the Lesson Ahead of Time

1. What are the “leaps” for my students content-wise? How will I provide a bridge?
2. Which vocabulary words will I tell? Which will I teach directly? (Check lesson map here)
3. What part(s) of the lesson are bound to go “south” and what am I going to do about it?
4. What connectedness do I need to provide for my students to build cohesive study of the skills?

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Starting With the End In Mind

Weekly Standards Alignment

- Read the standards thoroughly
- Read through the week and make a notation as to where you are directly teaching and practicing state standards – add a notation or symbol
- Note the specific way that the instruction is crafted in the manual and ask yourself: is the instruction in the manual set up to prepare kids for the mastering the standards or do I need to tweak several questions during my instruction to match the language?
- Highlight all of the opportunities you have to directly teach, practice and give feedback on the standards AND re-structure questions to match the wording

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The Teacher's Management Challenge

1. Instructional management
2. Instructional engagement
3. Instructional routines
4. Student product
5. Assessing and Reflecting on the Instruction

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Step 1: Instructional Management

What materials do I need on hand?

What materials do the students need on hand? How will I prep them on this?

How will I use varied locations/physical movement in the classroom during the lesson?

How will I set behavioral expectations prior to beginning the lesson?

What previous expectations/behavioral routines do I need to review and rehearse?

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Expectations

- Clearly define expectations
- Directly teach and practice expectations
- Positively reinforce expectations
- Clearly define unacceptable behavior
- Require students to “re-do” behavior, allowing you to leave the interaction with the student having received praise

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So How Do I Prevent Disruptive Behavior?

- Assume brilliance!
- Pre-correct behaviors
- Praise excellent behavior often
- Practice “precision partnerships”
- Model the correct behavior
- Have consistent routines firmly implemented
- Use proximity
- Raise your eyebrows
- Wait
- Lower your voice
- Set a swift pace
- Use respect, not sarcasm
- Have an effective motivational system

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Step 2: Instructional Engagement

1. What is my purpose for my lesson?
2. What will it look like when they've "got it?"
3. How will each "chunk" of my lesson be paced?
4. What is the "hook" at the beginning of the lesson?
5. What background do I need to bridge the lesson expectations and what my students need to know/already know?

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Step 2: Instructional Engagement

6. What engagement/accountability techniques will I use?

7. What do I need to do to teach these techniques?

8. How will I partner students for interaction (rank order, seating partner, level to level, student choice)?

9. What will my closing/wrap up/set up for tomorrow look like?

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Daily Lesson Arc

Prepare	Deliver	Review
• Clear opener/ opening routine • Quick review of behaviors and engagement structures • Students prepare their materials and resources prior to lesson beginning	• Lessons are delivered and behaviors are reinforces • Praise, praise, praise	• Review of big idea/lesson closer/review of behaviors • Preview for tomorrow

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Step 3: Instructional Routines

- What previous **skills** do I need to "**quick review**?"
- If reading text, which **techniques** will I utilize (teacher read aloud, lead readers/whisper readers, small group reading, choral jigsaw, structured silent, structured partner, etc.)?
- What **academic language** do I need to teach prior to and during the lesson so that the students can access the content quickly and cleanly?
- What **vocabulary** will I **tell**?
- What **vocabulary** will I **teach**?

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Step 4: Student Product

What is the quality of student response that I expect?

What will it look like when they've done it "right" and completely?

What will my student monitoring look like?

What is my plan if we do not complete the Assignment during class?

How will I set expectations of extended responses?

How will I structure the questions to students so that they respond with complete thoughts/sentences?

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Step 5: Assessing the Instruction

- ☑ What went well? What needed adjustment? How can I set this up for success again?
- ☑ What instructional skills need to be re-taught to the whole group? Small group? Individuals?
- ☑ What instructional routines need to be re-taught to the whole group? Small group? Individuals?
- ☑ How can I improve my instructional planning for tomorrow and next week?

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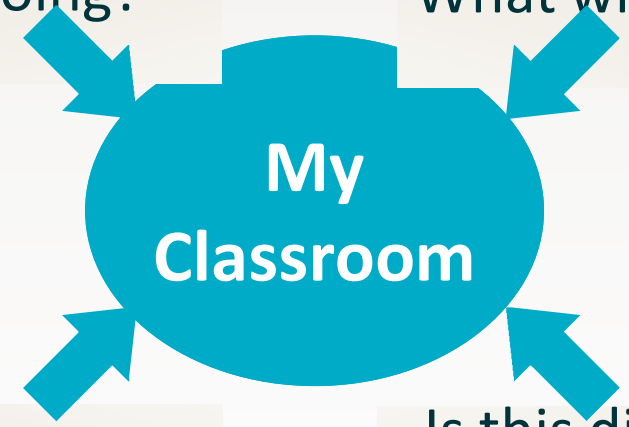
Balcony View of Your Classroom

What do you want it to look like from above when you're at full tilt?

What will you be doing?

What will the groups be doing?



What will individual students be doing?

Is this different from what you have previously experienced in your classroom?

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Thank you!

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