How are students (dis)oriented for your lesson?
Learning Objectives:

- Participants will compare lecture planning and lesson planning.
- Participants will discuss the different components of lesson planning including opening activities, immersion/exploration/application, and closing activities.
- Participants will develop pieces of a lesson plan to support active learning and engagement in the classroom.
Lecture Planning vs. Lesson Planning
Daily Lesson Planning

- Opening (5-10 mins)
  - Anticipatory Set
  - Objectives
- Immersion/Exploration/Application (Middle)
  - Direct Instruction
  - Guided Practice
  - Independent Practice
- Closing (5-10 mins)
  - End-of-Lesson Assessment
  - Preview of Homework/Next Day’s Focus

(Hunter, 2004)
Integrate an anticipatory set into a daily lesson plan.
ANTICIPATORY SET

“A brief portion of a lesson given at the very beginning to get students’ attention, activate prior knowledge, and prepare them for the day’s learning. Also known as advance organizer, hook, or set induction.”

(Gonzalez, 2014)
Workshop

- Select an upcoming lesson you’re teaching
- How are you currently (dis)orienting students in your first 5-10 mins?
- What ways are/might you begin to integrate an anticipatory set?
  - Image, question, poll, anecdote, quick activity
  - Objectives for the day.
- Share one promising idea w/whole group (Whip X1)
Would you allow a 1st year student to perform a spay on their own?
● Opening (5-10 mins)
  ○ Anticipatory Set
  ○ Objectives
● Immersion/Exploration/Application (Middle)
  ○ Direct Instruction
  ○ Guided Practice
  ○ Independent Practice
● Closing (5-10 mins)
  ○ End-of-Lesson Assessment
  ○ Preview of Homework/Next Day’s Focus

(Hunter, 2004; Fisher & Frey, )
Practice integrating a “gradual release” approach into lesson planning
Immersion, Exploration, Application (Middle)

- “Gradual Release of Responsibility”
  - “I do” -- Direct
  - “We do” -- Guided
  - “Y’all do” -- Collaborative
  - “You do” -- Independent

(Fisher & Frey, 2013)
“We Do”

● What is a skill you’d like students to gain more independence in across your course?
● How do/might you model this skill for students?
● How do/might you set students up to try this skill out with you?
● How do/might you set students up to practice this skill together?
● How do/might you set students up to practice this skill on their own?
“Y’all do (5 min. x 2)

● Select a practice or skill you would like students to be able to demonstrate by the end of your course
● What ways are/might you begin to “gradually release responsibility” for this skill to students?
  ○ “I do”--Direct
  ○ “We do”--Guided
  ○ “Y’all do”--Collaborative
  ○ “You do”--Independent
● Share one promising idea w/whole group (Whip X1)

“You Do:” Students demonstrate independently
How will you know if students have arrived at the learning destination?
Integrate closure into a lesson.
Closure Activities

“...define both your teaching agenda and the intended learning progression, weaving today’s lesson with yesterday’s while providing a look ahead at what tomorrow’s will bring.”

(Lucero, 2018)
Daily Lesson Planning

- **Opening (5-10 mins)**
  - Anticipatory Set
  - Objectives

- **Immersion/Exploration/Application (Middle)**
  - Direct Instruction
  - Guided Practice
  - Collaborative Practice
  - Independent Practice

- **Closing (5-10 mins)**
  - Returning to Objectives
  - End-of-Lesson Assessment
  - Preview of Homework/Next Day’s Focus

(Hunter, 2004)
Closing

- Closing (5-10 mins)
  - Returning to Objectives
  - End-of-Lesson Assessment (e.g. “Minute Paper, Muddiest Point, Quiz question, Exit Ticket, Fist to Five)
  - Preview of Homework/Next Day’s Focus

(Hunter, 2004)
Fist to Five:

- On a scale from 0 (fist) to 5 (all five fingers), how well do you understand:
  - Anticipatory set
  - Gradual release
  - Closure
Minute Paper

● What was the most important thing you learned about integrating anticipatory sets and/or gradual release in lessons?
● What important question about integrating anticipatory sets and/or gradual release in lessons remains unanswered?
References


