**“The Ideal Lesson”**

**4 Questions:** What are we trying to teach? How do we know they learned it? What do we do if they didn’t? What do we do if they did?

**Phases in a 70 minute lesson:** First 10 minutes of lesson…steps 1, 2, 3

Middle 50 minutes of lesson…steps 4 and 5Final 10 minutes of lesson…steps 6 and 7

**Step 1: Bell Ringer…***Should be a flashback of previous learning*

-Writing -Responding to a picture/graph/map -Answering multiple choice questions

**Step 2: Learning Target** “Today I can”…(in student friendly language)

-Review with students prior to initiating a new lesson

**-**Put your agenda on the board as well, but this is different from the objectives

**Step 3: The Anticipatory Set**

**DEFINITION**: A brief activity or event at the beginning of the lesson that effectively engages all students’ attention and focuses their thoughts on the learning objectives.

**What is the purpose of an Anticipatory Set?**

-To involve and motivate all students, focus everyone’s attention, create **curiosity**.

-To make sure everyone’s on the train, and knows where it’s going, before it leaves the station.

-Bait the hook in order to catch the fish**.**

-Also needed after interruptions, to refocus attention on the learning objective.

**How long is an Anticipatory Set?**

**-**As long or short as necessary

**What does the Anticipatory Set include?**

**-**The AS should be designed to have direct relevance to the instructional objective, whether that objective is implied or stated in the set.

**-**The AS may include review of significant or related information to establish **continuity** with previous lessons; tied to **familiar** frames of reference; or demonstrations to ground the lesson in **concrete** operations

**-**The AS provides students with a **label** for the lesson; vocabulary, name, title, overall direction or context for the objective of the lesson.

**-**AS allows the student to know which hook on the hat- rack to reach for when recall of the lesson may be needed.

**Step 4: The Body of the Lesson- New Content**

**-**Lecture, reading, short video clip, demonstrations, etc.

**-**One minute maximum per year of age and then the teacher must prepare a transition activity (see step 5)

**Step 5: The Body- Check for Understanding**

**-**Cooperative learning structures **-**Technology **-**Quiz **-**Board Work, etc.

**NOTE:** After the teacher has checked for understanding he/ she can go back to step 4 and teach additional new content

**Step 6: Return to the Learning Target**

**-**Students state in their own words what they learned today

**-**This step should not be teacher driven but an act of the learner

**Students should:**

**-**Internalize the lesson **-**Recognize what they can do or what they learned **-**Verbalize to themselves and others to increase retention

**Step 7: Formative assessment**

**-**Provide instructional feedback **-**Gives the teacher information about which students are struggling (or succeeding) and with what content

**Exit Slip (example)**

**-**5 multiple choice questions from today’s lesson and tied to the core content

**-**The exit slip should be graded in front of the student in order to give instant feedback