



READING

Three Rivers
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Elements of Lesson Design

(Adapted from *A Handbook for Classroom Instruction that Works* by Robert J. Marzano)

Anticipatory set: A mental set that causes students to focus on what will be learned. It may also give practice in helping students achieve the learning and yield data for the teacher. Example: “Look at the paragraph on the board. What do you think might be the most important part to remember?”

Objective and purpose: Not only do students learn more effectively when they know what they’re supposed to be learning and why that learning is important to them, but teachers teach more effectively when they have that same information. Example: “Frequently people have difficulty in remembering things that are important to them. Sometimes you feel you have studied hard and yet you don’t remember some of the important parts. Today, we’re going to learn ways to identify what’s important, and then we’ll practice ways we can use to remember important things.”

Input: Students must acquire new information about the knowledge, process, or skill they are to achieve. To design the input phase of the lesson so that a successful outcome becomes predictable, the teacher must have analyzed the final objective to identify knowledge and skills that need to be acquired.

Modeling: “Seeing” what is meant is an important adjunct to learning, to avoid stifling creativity, showing several examples of the process or products that students are expected to acquire or produce is helpful.

Checking for understanding: Before students are expected to do something, the teacher should determine that they understand what they are supposed to do and that they have the minimum skill required.

Guided practice: Students practice their new knowledge or skill under direct teacher supervision. New learning is like wet cement; it is easily damaged. An error at the beginning of learning can easily “set,” so that correcting it later is harder than correcting it immediately.

Independent practice: Independent practice is assigned only after the teacher is reasonably sure that students will not make serious error. After an initial lesson, students frequently are not ready to practice independently, and the teacher has committed a pedagogical error if unsupervised practice is expected.