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| Lesson Design Template – Adapted from Madeline Hunter | | | |
| Topic: | | | |
| Grade: Subject: Time: | | | |
| Resilience Factors:  Caring Relationships, High Expectations, Opportunities for Meaningful Participation  Emotional Intelligence Skills:  Self-perception, Self-expression, Interpersonal, Decision-making, Stress-management | | | |
| **OBJECTIVES** <small>Curricular Expectations:  Lesson Goals:  Social Objectives: | | | |
| **MENTAL SET:**<small>     Estimated time:  **Check for understanding (if needed):** | | | |
| **STATED OBJECTIVES AND PURPOSE:** <small>    Estimated time:  </small> | | | |
| **INPUT/ MODELLING/ DEMONSTRATION**:    Estimated Time:  Check for understanding:<small> | | | |
| **PRACTICE:** <small>    Estimated time</small>:  **Check for understanding:** | | | Materials: |
| x<small><small>Tactics:  Examples:  Think, Pair, Share  4 Corners  Round Robin 3-Step Interview Inside/Outside Circles  Paraphrase Passport  Placemat  Other |
| **CHECKS FOR UNDERSTANDING (Throughout):** | | | |
| **CLOSURE**:      <small> | | | |
| **CONSIDERATIONS** | | | |
| <small><small>Multiple Intelligences:  verbal linguistic  logical/mathematical  musical/rhythmic bodily/kinesthetic  visual/spatial  interpersonal  intrapersonal  naturalist  existential </small></small> | <small><small>Accommodations: Who:  How - kind of assignment - breadth - depth - pace  - grouping  - time  - place - other </small></small> | Assessment:  - self-evaluation - group evaluation - teacher evaluation - observation - anecdotal notes - quiz/test - checklist - rubric - interview  - discussion  - learning log/journal | |

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### Madeline Hunter’s Eight-Step Lesson Design

Dr. Madeline Hunter's research shows that effective teachers have a methodology when planning and presenting a lesson. She found that no matter what the teacher's style, grade level, subject matter, or student demographics, a properly taught lesson contains eight elements that enhance and maximize learning. She labeled the elements and began decades of teacher training that continues to this day.

1. **Mental Set (focus, hook): A short activity or prompt that focuses the students' attention before the actual lesson begins.** Used when students enter the room or in a transition (moving between classes). A picture book, music, a game, a handout given to students at the door, review question written on the board, “two problems” on a chart, are all examples of the mental set. You want to engage the students!
2. **Objectives (various): Curriculum objectives** are indicated in the curriculum of the board or district; **learning goals** are for the teacher and make a connection to the unit of study (if applicable); **stated objectives** are what the teacher tells the students they will be doing in the lesson using “kid friendly” language (e.g. Today we are going to read a story and then you will draw a picture about your favourite part); make stated objectives meaningful by telling them why they are learning this content; have a visual of the stated objectives; and **social objectives** (e.g., mutual respect, attentive listening, sharing resources). In planning the objectives part of the lesson, the teacher needs to be clear about the purpose of the lesson, why the students need to learn it, what they will be able to “do”, and how they will show learning as a result.
3. **Input (vocabulary, skills, and concepts the teacher imparts to the students:** This is the “stuff” the students need to know in order to be successful in the lesson. It might be a concept that is taught, a video or book. The pupils might also use the inquiry method to explore the input on their own through learning centres or a web quest.
4. **Modeling (show)**: The teacher shows in graphic form or demonstrates what the finished product looks like. It’s the idea that a picture is worth a thousand words.
5. **Guided Practice (follow me)**: The teacher leads the students through the steps necessary to perform the skill using the tri-modal approach of “hear/see/do”.
6. **Checking for Understanding (a variety of questioning strategies to determine “Got it”, “Not yet”** **and to pace the lesson)**: In other words, move forward/back up. The teacher also needs to know if the students know how to practise. Ensure the questions are open-ended. You should include as many students as possible in the checks. It is important to note that checks for understanding are sprinkled throughout the lesson because the teacher must be constantly aware of their understanding.
7. **Independent Practice**: The teacher releases students to practise on their own based on the input and the checks for understanding. While the students are engaging in independent practice, the teacher is always assessing through observation, questioning, facilitating, and helping.
8. **Closure (A review or wrap-up of the lesson):** “Tell me/show me what you have learned today “. The teacher always brings it back to the objectives and includes as many of the students as possible (e.g., community circle, think, pair, share and then random selection of students).