Black Hills State University

ELED PLT

Concepts addressed:
Techniques for Creating Effective Bridges Between Curriculum Goals and Student’s Experiences

Effective Pedagogy Includes:

- Curriculum and Standards alignment
- Identification of the skills and/or concepts to be learned
- Multiple methods and strategies to assist all learners
- Lesson plans that are cohesive and tied to content standards
- Specific measurable performance outcomes
- Assessment and evaluation that includes both process and product formats

Steps in Designing Unit Plans

- Select a Topic
- Establish a Purpose (why are you teaching this unit?)
- Develop a web to build a wealth of ideas
- Identify concepts and generalizations within the theme
- Establish a general sequence for the unit
- Identify multiple methods for learning
- Design learning activities
- Choose culminating activities
- Decide on record keeping, reporting and other evaluation tools

The following web sites provide more information about unit design:

- http://www.litraturecircles.com/
- http://fac-staff.seattleu.edu/kschloe/web/TLU/overview.html
- http://eduscapes.com/tap/topic43.htm
- http://webquest.sdsu.edu
- http://www.bestwebquests.com

Types of Instruction

- In a student centered classroom, teachers use two types of instruction:
  Direct Instruction (frequently called mini-lessons)
  The teacher provides a systematically planned lesson where information is specifically presented, students practice with supervision, and they apply what they have learned. This does not have to imply "skill and drill".

Development of this review sheet was made possible by funding from the US Department of Education through South Dakota’s EveryTeacher Teacher Quality Enhancement grant.
Examples include: teaching vocabulary in context of a story, proofreading of peer writing, or how to use a flow chart to analyze a math problem.

Indirect Instruction (frequently called the teachable moment)
This a the brief on-the-spot instruction that occurs when students have questions or need to know how to learn. This occurs in large and small groups as well as individual conferencing.
Examples include: reading aloud to demonstrate characterization, showing a student how to use an index during independent research time, or connecting what is happening in the news to something in the community during class discussion.

○ Both are integral to effective classrooms.

Elements of Effective Lesson Plans

○ Stage One: Introduction or Frontload
  ○ This section is the introduction to the lesson and frontloads the learners by activating prior knowledge the learners have about the lesson. It involves asking for information rather than telling information and is concrete in nature. Strategies that are effective include webbing, brainstorming, KWL, making predictions, or writing inferences. Once this has occurred, then a transition states the purpose for the new learning and students are scaffolded to begin the next phase of the learning process.

○ Stage Two: Procedure or Construction
  ○ This section is where the modeling and learning of skills, concepts, and content occurs. Methods for this section engage the learner to construct new learning and include study guides, story maps, flow charts, textbooks, simulations, discussions, and writing rough drafts. Assessment and evaluation of learning begins with the section.

○ Stage Three: Closure or Extension
  ○ This section is where the learner, not the teacher, is asked to reflect or apply what has been learned to the world. Teachers do not present new information during this stage and evaluation of the learning outcomes may be found in this section. Methods to support reflection could include learning logs, Venn diagrams, think-pair-share, and the Socratic method of discussion.

Learning Objectives
Behavioral Objectives - "The student will be able to write a complete sentence 3 out of 5 times with 90% accuracy."
Performance Outcomes - "Using a simulated journal, each student will be able to compose at least a 1 paragraph narrative about Columbus' journey to include the purpose and the outcome of the mission."

Specific Strategies for Instruction
Frontload Strategies are used to activate prior knowledge and engage the students in reading, writing, speaking, and listening. They include:
  Free Writes
  Webbing
  Mapping
  Anticipation Guides
  Brainstorming
  KWL

Construction Strategies

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Construction strategies engage the learners in reading, writing, speaking, and listening and assist them in mastering the skills/concepts of the lesson. They include:

- Story Maps
- DR-TA
- QAR
- Note taking with Double Column Journals
- Study Guides
- Herringbone
- Flow Charts
- Chapter frames
- Venn diagrams

Closure Strategies

Closure strategies assist the learners in making application of the learning. These strategies use writing, speaking and listening. Examples include

- Learning logs
- Response journals
- Socratic questioning
- Likert or Ranking scales
- Cued retelling
- Sketch-to-Stretch

For more information about these and other strategies, go to:

- [http://curry.edschool.virginia.edu ao/readquest/strat/](http://curry.edschool.virginia.edu ao/readquest/strat/)
- [http://www.indiana.edu/-readina/ieo/bcata.html](http://www.indiana.edu/-readina/ieo/bcata.html)
- [http://www.indiana.edu/-readina/ieo/bcata.html](http://www.indiana.edu/-readina/ieo/bcata.html)
- [http://www.literacvmatters.ora/contentlreadandwrite/readina.htm](http://www.literacvmatters.ora/contentlreadandwrite/readina.htm)