

ESSENTIAL ELEMENTS OF INSTRUCTION

OCTOBER 2, 2017



BELLWORK

-Does your site/ district have a format for lesson planning?

-If yes, what components are included in a lesson plan?

-If no, how do you build a complete lesson?

NUMBERED HEADS TOGETHER

When planning a lesson, what are the top three components you include?

-Number off with the people around you- one through four

Ones: Read the question out loud

Twos: Answer the question

Threes: Rephrase what the speaker (number two) said

Fours: Record the answer for your group

*Switch roles if you finish early

OBJECTIVES

-Today we will learn the Essential Elements of Instruction (EEI) in order to plan an effective lesson.

Essential Questions:

-What are the components of an EEI lesson?

-How do I ensure that my lesson is congruent with the objective?



THE ESSENTIAL ELEMENTS OF INSTRUCTION

- Lesson planning process researched by Madeline Hunter
- Ensures that students are learning the necessary information/steps to be successful
- Allows the teacher to create meaning for the students, scaffold the learning and assess students' understanding

ANTICIPATORY SET

- Short activity/ prompt to prepare the students for learning (3-5 minutes)
- Congruent to the objective
- Draws on student's prior knowledge
- Active participation: overt, covert or combination

ON YOUR SLATES...

Solve the following subtraction problem:

$$23 - 18$$

When you lined up the digits, how did you solve $3 - 8$ in the ones place?

Be prepared to share.

OBJECTIVE/ESSENTIAL QUESTIONS

- Write a specific objective in student friendly language
- The daily objective should be a piece of the larger or “end goal” objective
- Students should be able to answer the essential questions by the end of the lesson

ADDING AND SUBTRACTING MIXED NUMBERS

Objective: Today we will subtract mixed numbers using borrowing

Essential Questions:

- What are the steps to subtract mixed numbers?
- How do I borrow from the whole number in order to subtract mixed numbers?

YOU TRY!

Think of an upcoming objective you will be teaching.

1. Write down a daily objective in student friendly language (be specific)
2. Write at least one essential question for the objective
3. Brainstorm a possible anticipatory set for the objective (make sure it is congruent)

DIRECT INSTRUCTION

-New knowledge, process or skill is presented.

This could be through discovery, discussion, reading, listening, observing, etc.

-Includes the vocabulary, skills and steps the students need to know

-Active participation should still be embedded into this part of the lesson

BUDDY BUZZ

-How do you include active participation when you are giving direct instruction? How do you keep students engaged?

FOUR BOX METHOD- L.E.S.S

$$8 \frac{3}{7} - 5 \frac{4}{5}$$

Least Common Multiple

5: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50

7: 7, 14, 21, 28, 35, 42, 49,

Equivalent Fractions

Make both the denominators the same.

Use the LCM from box one.

Solve

$$\begin{array}{r} \cancel{8} \frac{15}{35} - 5 \frac{28}{35} \\ 7 \frac{50}{35} - 5 \frac{28}{35} \end{array}$$

Take one out of the whole number, 8

Add the one you borrowed to the $\frac{15}{35}$ as a fraction ($\frac{35}{35}$)

Simplify

$$2 \frac{22}{35}$$

Do 22 and 35 have any common factors?

MODELING / GUIDED PRACTICE

Modeling

- Practice the skill/ objective with the students.
- You want them to practice the right way

Guided Practice

- Scaffold their learning by getting them started and asking prompting questions
- Praise, prompt and leave

YOU TRY!

$$16 \frac{2}{9} - 10 \frac{3}{4}$$

Least Common Multiple

Equivalent Fractions

Solve

Simplify

CHECK FOR UNDERSTANDING

- Referred to as an intermittent closure
- An opportunity for the teacher to informally assess the student's understanding
- Helps the teacher gauge the pace of the lesson

PAUSE AND POST

How do you add the “one” you borrowed into the fraction?

Why is a common denominator important when adding in the “one” you borrowed?

CLOSURE

- Students summarize their learning in their own way
- Congruent to the objective
- Active participation
- Two to three minutes

CLOSURE

DESCRIBE SUBTRACTING
FRACTIONS WITH
BORROWING IN THREE
WORDS

YOU TRY!

Think of an upcoming objective you will be teaching.

1. Think of a closure activity that is congruent to the objective and includes active participation

2. What is the difference between checking for understanding and closure?

INDEPENDENT PRACTICE

- Students practice the skill independently
- Practice can be differentiated based on ability level
- Quality over quantity of practice

ASSESSMENT

- Formal and informal assessment
- Formative and/or summative
- Guides future instruction: reteach or enrichment

March 30, 2016	Fifth Grade: Reading Groups Lauren Prater
Standard	<p>5.R.RI.02 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.R.RI.07 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>5.R.RI.01 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
Objective:	<p>5.R.RI.02 - I can summarize two or more main ideas of a text and explain how they are supported by key details.</p> <p>5.R.RI.07 - I can synthesize information from multiple print or digital sources to answer questions or solve problems.</p> <p>5.R.RI.01 - I can cite evidence to support an inference made from the text.</p>
Anticipatory Set:	<p>State objective in small group</p> <p>Rally Table: Students at the small group table will pass the slate around writing down anything they know about the solar system. This will activate their prior knowledge on the solar system to assist in their comprehension of the reading passage.</p>
Lesson Overview:	<p>In this lesson I want students to review identifying the main idea in a non fiction passage. I would also like the students to summarize their learning from a non fiction passage and cite evidence from a non fiction passage appropriately. I feel that these three skills/objectives will help the students prepare for both the AzMerit reading and writing assessment.</p>
Modeling: I do	<p>I will read a loud the first paragraph of the passage to demonstrate reading fluency. I will also discuss the difference between summarizing and determining the main idea and quoting using the anchor chart.</p>
Guided Practice: We do	<p>The students will take turns reading a paragraph of the passage out loud and summarizing what we read. We will make annotations to show main idea and supporting details. I will ask students to answer text dependent questions with a focus on summarizing, quoting and finding the main idea. The students will record their responses on their slates.</p>

CLOSURE

-I do, we do, you do is a phrase that is often used to describe the essential elements of instruction.

-Come up with your own trick or phrase for the essential elements of instruction OR write a synonym for each component of EEI

- Anticipatory set

- Objectives/ Essential Questions

- Direct Instruction

- Modeling

- Guided Practice

- Check for Understanding

- Closure

- Independent Practice

- Assessment