

DETAILED STRUCTURE OF A 40 MINUTE

3RealMates CLASS

GENERAL STRUCTURING OF A CLASS:

- Begin a lesson with a short review of previous, prerequisite learning. (warm-up)
- Begin a lesson with a short statement of goals. (hook)
- Present new material in small steps, with student practice after each step. (guided notes + activity)
- Guide students during initial practice. (new content for the week; guided notes + activity)
- Provide a high level of active practice for all students. (independent practice)
- Give clear and detailed instructions and explanations by providing explicit instructions and practice for individual exercise, and where necessary, monitor students during seatwork. (independent practice)
- Ask a large number of questions, check for student understanding, and obtain responses from all students. (check-up)
- Provide systematic feedback and corrections. (homework)

1.1 WARM UP: 5 MINUTES (1st lesson of the week)

- Each lesson should have a learning goal that can be described as (S.M.A.R.T) – specific, measurable, achievable, results focused, and time bound.
- Lesson objectives must be tied to at least one standard – in this case we will follow the English Australian standard.

1.2 WARM UP: 5 MINUTES (previous lesson)

- You might also refer to this as the “do first” or “bell ringer”, either way they all set the stage for a productive class period.
- It is important to communicate to students that the bell, nor does the teacher start the class, but the students starts class.
- Students come in get out listed materials (pen, paper, some way to take notes) and begin their warm-up.
- This is the time where you remind the students of the previous lesson’s content and check to make sure homework is complete.
- A short review provides additional opportunities to learn previously taught material and allows the teacher to provide correction or reteach areas that students are having difficulty with. This can be accomplished by:
 - Reviewing learning from a previous lesson.
 - Point out links between this lesson and previous lessons.
 - Asking’ questions about concepts or skills taught in the previous lesson.
 - Giving a short quiz at the beginning of class on material from previous lessons or homework assignments.
 - Having students prepare questions about previous lessons or homework. They can ask questions to each other, or the teacher can ask them to the class.
 - Having students prepare a written summary of the previous lesson.
 - Having students ask the teacher about problems on homework and having the teacher review, re-teach, or provide additional practice.

2. HOOK → OBJECTIVE → PLAN: 1 MINUTE

- The hook of a lesson consists of the procedures the teacher uses to focus the students’ attention on the learning aims of the lesson.
- This will then proceed to highlighting the objective/purpose of the lesson followed by a plan.
- This
- The way this can be conducted reflects a number of decisions that a teacher makes, either consciously or subconsciously. A number of options are available. This includes:
 - Describe the goals of a lesson.
 - State the information or skills the students will learn.

- Describe what students are expected to do in the lesson.
- Describe the relationship between the lesson/activities and a forthcoming test or exam.
- Describe the relationship between the lesson/activities and a real-world need.
- Begin an activity without any explanation.
- State that the activity the students will do is something they will enjoy.
- Do something in order to capture the students' interest motivation.
- Preview the lesson.

GUIDED NOTES + CLASS ACTIVITY: 10 MINUTES

- Students are only capable of active listening for so long.
- Experienced teachers often have a mental format in mind when they think of a particular kind of lesson, such as a reading lesson, a composition class, a listening lesson, and so on.
- This format represents the sequence of activities which make up the lesson.
- A typical lesson format consisted of the following:
 - Spend **2 minutes** teaching any vocabulary that they will need for that day – the best way to do this is to present any new vocabulary items used in the text at hand.
 - Eliciting discussion on the meanings and uses of the new words and relating them to known words.
 - Having the group read the words together from the list.
 - Having the group read the text silently.
 - Having learners take turns reading the paragraphs in the text.
 - Discussing the meaning of the text with the students
- Each activity should keep in mind the following format:
 1. **Presentation.** The new structure is introduced and presented.
 2. **Controlled practice.** Learners are given intensive practice in the structure, under the teacher's guidance and control.
 3. **Free practice.** The students practice using the structure without any control by the teacher.
 4. **Checking.** The teacher elicits use of the new structure to check that it has been learned.

5. **Further practice.** The structure is now practice in new situations, or in combination with other structures.

Principles for activities:

- Simple activities should come before complex ones.
- Activities involving receptive skills should precede those that involve productive skills.
- Students should study a grammar rule before trying to use it.
- Students should practice using a tense or grammar structure before studying the rule that underlies it.
- Accuracy-focused activities should precede fluency-focused ones.
- There should be a progression within a lesson from mechanical or form-based activities to meaningful-based activities.

INDEPENDENT PRACTICE/EXIT TICKET: 10 MINUTES

- Independent Practice is the part of the lesson cycle where students are given the opportunity to practice the concept presented learnt during class.
- The goal is that by the end of class, all of the students can practice the skill without any support from the teacher or their peers.
- Students should be able to use what they already know to think critically and preserve independently.
- It is a time for students to work towards mastery of knowledge/skills presented in the lesson before an assessment is given.
- The following is a brief overview of the typical structure of an independent practice session:
 - Prep work
 - Plan and prepare practice activities that reflect the instructional purpose of the lesson. Differentiated activities are recommended.
 - Make sure materials are ready for use.

- If students are intended to work together, establish grouping arrangements and time for completing the task.
- Give complete and specific instructions. Include examples and models of products and/or work samples if necessary.
- Communicate how their work will be evaluated; share the rubric or scoring guide if applicable.
- Introduce a nonverbal signal that will be used at the end of the Independent Practice to indicate that it is time for everyone to regroup.
- Allow students to get into working groups if applicable.
- Provide practice at appropriate levels of difficulty. Circulate the classroom to ensure that students are completing tasks correctly.
- Provide considerable feedback; redirect, reteach and extend assistance to those who need it.
- Offer alternative activities for students who complete assignments ahead of the others. They may also be asked to help and give feedback to other students/groups.
- Use the non-verbal signal introduced earlier to regroup and debrief.

CHECK-UP: 3 MINUTES

The most effective way to test student understanding is to do it while the lesson's still going on. Asking students to fill out a questionnaire and then correcting misunderstandings during the next class period won't work because students have already moved on. It is effective to take advantage of the moment.

Here are a few in-class tips to get you started (credit to open colleges):

1. **Avoid Yes/No questions.** – Avoid yes/no questions and phrases like “Does this make sense?” In response to these questions, students usually answer “yes”. Of course, it's surprising when several students later admit that they're lost. To help students grasp ideas in class, ask pointed questions that require students to use their own prior knowledge. Ask students to reflect.
2. **Ask students to reflect.** – Ask them to consider how they would apply this concept or skill in a practical setting.

3. **Use quizzes.** – Give a short quiz at the end of class to check for comprehension.
4. **Ask students to summarize.** – Have students summarize or paraphrase important concepts and lessons. This can be done orally, visually, or otherwise.
5. **Hand signals.** – Hand signals can be used to rate or indicate students' understanding of content. Students can show anywhere from five fingers to signal maximum understanding to one finger to signal minimal understanding. This strategy requires engagement by all students and allows the teacher to check for understanding within a large group.
6. **Response cards.** – Index cards, signs, whiteboards, magnetic boards, or other items are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. Using response devices, the teacher can easily note the responses of individual students while teaching the whole group.
7. **Four corners.** – A quick and easy snapshot of student understanding, Four Corners provides an opportunity for student movement while permitting the teacher to monitor and assess understanding. The teacher poses a question or makes a statement. Students then move to the appropriate corner of the classroom to indicate their response to the prompt. For example, the corner choices might include "I strongly agree," "I strongly disagree," "I agree somewhat," and "I'm not sure."
8. **Think-pair-share.** – Students take a few minutes to think about the question or prompt. Next, they pair with a designated partner to compare thoughts before sharing with the whole class.
9. **Choral reading.** – Students mark text to identify a particular concept and chime in, reading the marked text aloud in unison with the teacher. This strategy helps students develop fluency; differentiate between the reading of statements and questions; and practice phrasing, pacing, and reading dialogue.
10. **One question quiz.** – Ask a single focused question with a specific goal that can be answered within a minute or two. You can quickly scan the written responses to assess student understanding.
11. **Socratic seminar.** – Students ask questions of one another about an essential question, topic, or selected text. The questions initiate

a conversation that continues with a series of responses and additional questions. Students learn to formulate questions that address issues to facilitate their own discussion and arrive at a new understanding.

12. **3-2-1.** – Students consider what they have learned by responding to the following prompt at the end of the lesson: 3) things they learned from your lesson; 2) things they want to know more about; and 1) questions they have. The prompt stimulates student reflection on the lesson and helps to process the learning.
13. ***Ticket out the door.*** – Students write in response to a specific prompt for a short period of time. Teachers collect their responses as a “ticket out the door” to check for students’ understanding of a concept taught. This exercise quickly generates multiple ideas that could be turned into longer pieces of writing at a later time.
14. ***Journal reflections.*** – Students write their reflections on a lesson, such as what they learned, what caused them difficulty, strategies they found helpful, or other lesson-related topics. Students can reflect on and process lessons. By reading student journals, teachers can identify class and individual misconceptions and successes.
15. ***Formative pencil-paper assessment.*** – Students respond individually to short, pencil–paper formative assessments of skills and knowledge taught in the lesson. Teachers may elect to have students self-correct. The teacher collects assessment results to monitor individual student progress and to inform future instruction. Both student and teacher can quickly assess whether the student acquired the intended knowledge and skills. This is a formative assessment, so a grade is not the intended purpose.
16. ***Misconception check.*** – Present students with common or predictable misconceptions about a concept you’re covering. Ask them whether they agree or disagree and to explain why.
17. ***Analogy prompt.*** – Periodically, present students with an analogy prompt: “the concept being covered is like ____ because ____.”
18. ***Practice frequency.*** – Check for understanding at least three times a lesson, minimum.
19. ***Use variety.*** – Teachers should use enough different individual and whole group techniques to check understanding that they accurately know what all students know. More than likely, this

means during a single class the same technique should not be repeated.

20. ***Make it useful.*** – The true test is whether or not you can adjust your course or continue as planned based on the information received in each check. Do you need to stop and start over? Pull a few students aside for three minutes to re-teach? Or move on?
21. ***Peer instruction.*** – Perhaps the most accurate way to check for understanding is to have one student try to teach another student what she's learned. If she can do that successfully, it's clear she understood your lesson.

CLOSING: 1 MINUTE

- Another important dimension of structuring is bringing a lesson to a close effectively.
- It will serve to:
 - Reinforce what has been learned in a lesson.
 - Integrate and review the content of a lesson.
 - Prepare the students for further learning.
- Strategies which teachers use to achieve an effective closure include:
 - Summarizing what has been covered in the lesson.
 - Reviewing key points of the lesson.
 - Relating the lesson to the course or lesson goals.
 - Pointing out links between the lesson and previous lessons.
 - Showing how the lesson relates to the students' real-world needs.
 - Making links to a forthcoming lesson.
 - Praising students for what they have accomplished during the lesson.

HOMework

Homework is one aspect of the general education curriculum that has been widely recognized as important to academic success. Teachers have long used homework to provide additional learning time, strengthen study and organizational skills, and in some respects, keep parents informed of their children's progress. (credit to readingrockets.org)

- **Strategy 1. Give clear and appropriate assignments** – To ensure that homework is clear and appropriate, consider the following tips from teachers for assigning homework:
 - Make sure students and parents have information regarding the policy on missed and late assignments, extra credit, and available adaptations
 - Establish a set homework routine at the beginning of the year
 - Assign work that the students can do
 - Assign homework in small units
 - Explain the assignment clearly
 - Write the assignment out in the chat or on the virtual whiteboard, and perhaps screenshotting it to save to upload where the homework is submitted.
 - Remind students of due dates periodically (if applicable)
 - Assign homework toward the beginning of class
 - Relate homework to classwork or real life (and/or inform students how they will use the content of the homework in real life)
 - Explain how to do the homework, provide examples and write directions on the chalkboard
 - Have students begin the homework in class, check that they understand, and provide assistance as necessary
 - Allow students to work together on homework (if applicable).
- **Strategy 2. Make homework accommodations** – Make any necessary modifications to the homework assignment before sending it home. Identify practices that will be most helpful to individual students and have the potential to increase their involvement, understanding, and motivation to learn. The most common homework accommodations are to:
 - Provide additional one-on-one assistance to students
 - Monitor students' homework more closely

- Allow alternative response formats (e.g., allow the student to audiotape an assignment rather than handwriting it)
 - Adjust the length of the assignment
 - Provide a peer tutor or assign the student to a study group
 - Provide learning tools (e.g., calculators)
 - Adjust evaluation standards
 - Give fewer assignments
- It is important to check out all accommodations with other teachers, students, and their families. If teachers, students, or families do not find homework accommodations palatable, they may not use them.
- **Strategy 3. Teach study skills** – Both general and special education teachers consistently report that homework problems seem to be exacerbated by deficient basic study skills. Many students, particularly students with disabilities, need instruction in study and organizational skills. Here is a list of organizational strategies basic to homework:
 - Identify a location for doing homework that is free of distractions.
 - Have all materials available and organized.
 - Allocate enough time to complete activities and keep on schedule.
 - Take good notes.
 - Develop a sequential plan for completing multi-task assignments.
 - Check assignments for accuracy and completion before turning them in.
 - Know how to get help when it is needed.
 - Turn in completed homework on time.
- Teachers can enhance homework completion and accuracy by providing classroom instruction in organizational skills. They should talk with parents about how to support the application of organizational skills at home.

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