

AN OUTLINE OF DIRECT INSTRUCTION

1. Objectives
2. Standards
3. Anticipatory set
4. Teaching
 - input
 - modeling
 - check for understanding
5. Guided practice/monitoring
6. Closure
7. Independent practice

[These steps outline what is generally referred to at the Madeline Hunter Method; it is only a small part of her "method." An explanation of the meaning of the terms follows here and a fuller development of the Hunter Method follows this section.]

Read on for a brief description of each-

1. Before the lesson is prepared, the teacher should have a clear idea of what the teaching **objectives** are. What, specifically, should the student be able to do, understand, and care about as a result of the teaching.
2. The teacher needs to know what **standards** of performance are to be expected and when pupils will be held accountable for what is expected. **The pupils** should be informed about the standards of performance. **Standards:** an explanation of the type of lesson to be presented, procedures to be followed, and behavioral expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.
3. **Anticipatory set** or Set Induction: sometimes called a "hook" to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. To put students into a receptive frame of mind.
 - to focus student attention on the lesson.
 - to create an organizing framework for the ideas, principles, or information that is to follow (c.f., the teaching strategy called "advance organizers").



- to extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced.
4. **Teaching/presentation:** includes Input, Modeling, and Checking for Understanding.
1. **Input:** The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

 2. **Modeling:** Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.)

 3. **Checking for Understanding:** Determination of whether students have "got it" before proceeding. It is essential that students practice *doing it right* so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be retaught before practice begins.
- Questioning strategies:** asking questions that go beyond mere recall to probe for the higher levels of understanding...to ensure memory network binding and transfer. *Bloom's Taxonomy of Educational Objectives* provides a structure for questioning that is hierarchical and cumulative. [See the end of this section for a summary of the Taxonomy of Educational Objectives.] It provides guidance to the teacher in structuring questions at the level of proximal development, i.e., a level at which the pupil is prepared to cope. Questions progress from the lowest to the highest of the six levels of the cognitive domain of the Taxonomy of Educational Objectives: **knowledge, comprehension, application, analysis, synthesis, and evaluation.** [LINK PENDING See section following this outline for an exposition of the cognitive, affective, and psychomotor domains of educational objectives.]
5. **Guided practice:** An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery



and to provide individual remediation as needed. [Fred Jones' "praise, prompt, and leave" is suggested as a strategy to be used in guided practice.]

6. **Closure:** Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any questions? No. OK, let's move on" is not closure. Closure is used:
 - to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson,
 - to help organize student learning,
 - to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.,
 - to reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval. Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.

7. **Independent practice:** Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be homework or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for decontextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned. **The failure to do this is responsible for most student failure to be able to apply something learned.**

Summary: You told them what you were going to tell them with **set**, you tell them with **presentation**, you demonstrate what you want them to do with **modeling**, you see if they understand what you've told them with **checking for understanding**, and you tell them what you've told them by tying it all together with **closure**. [For a detailed treatment of this topic, see Cooper et al, *Classroom Teaching Skills*, 4th ed., D.C. Heath &Co., Lexington, Ky.]

The Madeline Hunter "seven step lesson plan." The basic lesson plan outline given above contains the so-called "Hunter direct instruction lesson plan elements:" 1) objectives, 2) standards, 3) anticipatory set, 4) teaching [input, modeling, and check for understanding], 5) guided practice, 6) closure, and 7) independent practice. If you count



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input, modeling, and check for understanding as three steps, there are nine elements...not the seven in the usual title.

Madeline Hunter did not create a seven step lesson plan model. She suggested various elements that might be considered in planning for effective instruction. In practice, these elements were compiled by others as the "Seven Step Lesson Plan," taught through teacher inservice, and used as a check list of items that *must* be contained in each lesson. This application is **contrary to Dr. Hunter's intent** and its misuse is largely responsible for objections to "direct instruction" and to Madeline Hunter's system of clinical supervision. Used as Dr. Hunter's intent and its misuse is largely responsible for objections to "direct instruction" and to Madeline Hunter's system of clinical supervision. Used as Dr. Hunter intended, the steps make a useful structure for development of many lesson plans...including non-behavioral ones. **Not all elements belong in every lesson** although they will occur in a typical unit plan composed of several lessons.

[Those who have an evaluator who uses the elements as a check list and records a fault for each element missing from a lesson are referred to Patricia Wolfe, "What the 'Seven-Step Lesson Plan' Isn't," *Educational Leadership*, pp. 70-71, Feb., 1987.]
