

Lesson Delivery



There are several excellent lesson models that teachers can utilize, but essentially each one includes the following:

- Introduce and get students' attention
- Teach new information
- Check for understanding
- Review, practice, apply

Introduce the lesson with something that will focus the attention of the students and make them want to continue with the lesson. While this anticipatory step will vary from lesson plan to lesson plan, here are some suggestions for framing your anticipatory step:

- Ask a question directly related to the lesson topic: "What do you know about why leaves change colors?"
- Set up a hypothetical situation: "Today we are going to pretend that we have visitors from another

planet in our classroom and we have to explain gravity.”

- Ask students to share experiences that relate to the lesson of the day:
 - “Think about a time you lost someone or something that was precious to you.”
 - “Tell about a time you felt your independence was denied or threatened.”
- Display a picture, chart, cartoon or other visual that relates to the topic.
- Play a piece of music or show a segment of a film that relates to the lesson topic.

Teach the new information by following the plans and using the materials left for you by the teacher. Avoid varying from those plans and materials, but use your teaching skills and clever strategies for presenting the information. Here are some tried-and-true suggestions for teaching new information:

- Give students a finite amount of time to read text. At the end of that time, ask them to do one of the following:
 - Take out a clean, crisp piece of paper and write the most important facts you read.

(Give time to do this). Now, go back to the text, check your facts, and add or correct.

- Turn to the person on your right (or left, or across from you . . .) and take turns telling each other one important fact at a time.
 - Raise your hand when you hear me tell a fact that you just read.
- Given a study guide or outline to use, allow students to work with a partner to complete the page. Insist on 12" voices and limit the time so work can be checked and corrected.
 - If a class is particularly rambunctious, rely on structure and definite time limits to keep the lesson on track. For example, give 5 minutes to do task one, and then check and correct. Then, move the group to the next task.
 - Set up small work groups if you think the class will cooperate. Cooperative groups work best with structure, so give each member of the group a specific assignment, and move among the groups as they are working. Give a specific amount of time to complete each task, and require each group to show their work in some way: an oral presentation, a page of notes, a diagram or chart – some final product.
 - Group job assignments might include the following:

Note taker
Discussion leader
Materials handler
Time-keeper
Discussion leader
Task master
Reporter

Checking for understanding should go on throughout the lesson, and there are several quick methods you can use.

- Watch your students' faces – often you can see who is puzzled, confused, or not focused.
- Stop periodically and say, "Raise your hand if this is making sense to you."
- Call on individuals to restate something you just presented. Ask another individual what should be changed or added.
- Raise students' level of concern by telling them that you will call on someone to restate facts, or telling them there would be a short quiz at the end of the lesson. Follow through.
- Stop periodically and say, "What questions do you have?"
- Ask students to make up one quiz question based on the information covered so far. Have them read the

question aloud and ask for volunteers to answer them.

- Periodically ask a check-up question that can be answered in one or two words. Ask students to think about the answer and on the count of 3 (1, 2, and 3) say the answer.

Reviewing, practicing, and applying can be a valuable time-filler for a guest teacher. While preparing yourself for the day's lessons, think about possible practice and review activities to keep students engaged in learning and mastering the material. The possibilities are endless, and here are some ideas to get you started.

- Have students make and use flashcards to review and study the material.
- Play a game that reviews the information presented in the lesson. (Use the website list at the end of this book to find game ideas.)
- Have students create a drawing, chart, poster, booklet or other product that reviews and applies concepts from the lesson.
- Ask students to make up three questions based on the topic of the lesson and use those questions for Around the World or Jeopardy.
- Write a letter to the absent teacher explaining what was covered in class – insist on specific details.

Utilize Bloom's Taxonomy when formulating questions. Renowned educator Benjamin Bloom described the various levels of learning and understanding from concrete to abstract. He identified the types of questions teachers can ask to move children from concrete thinking to higher level thinking.

Knowledge involves observation and recall and is accessed by constructing activities that ask students to list, define, tell, identify, and name.

Comprehension involves understanding meaning and requires summarizing, describing, interpreting, predicting, estimating, and discussing.

Application involves using information by applying, completing, illustrating, modifying, and changing.

Analysis involves recognizing patterns, organizing parts and finding hidden meanings. To access this thinking skill ask students to analyze, explain, compare, and infer.

Synthesis involves using one idea to create a new one. Ask students to combine, create, compose, and rewrite.

Evaluation involves discriminating between ideas and recognizing subjectivity. Ask students to assess, convince, measure, judge, explain, compare, and summarize.