

# PLANNING MASTERFULLY

## Focus: Objectives

Do Now #1 (4 minutes):

In your opinion what ingredients go into a highly effective lesson?

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Regardless of your preferred teaching style, what you teach, or who you are teaching, having a sound plan is essential to a successful lesson. Within the planning format that we have common language that we all work from when designing lessons. This common language will allow us to structure our lessons in ways that reflect effective teaching lesson designs while leaving significant room for creativity and flexibility.

Let's take a look at the components of the model of Five Kinds of Teacher Thinking on the next page. By making yourself familiar with these components you will be better equipped to address the needs of your students.

What questions do you have about the model?

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## FIVE KINDS OF TEACHER THINKING

Thinking Skills Objectives: What thinking skills do I want students to be able to use?

Mastery Objectives: What do you want students to know or be able to do when the lesson is over?

Involvement: How can I get students really engaged?

Activities: What activities could students do to gain understanding or to develop skills?

Coverage: What knowledge, skill, or concept am I teaching?

## Five Kinds of Teacher Thinking

There are five kinds of thinking relevant to lesson design. Each of the five has an important place in planning, but if anyone becomes an exclusive mindset, the instruction that results can have significant gaps for students. These ways of thinking guide a teacher in planning a lesson. Some ways of thinking are more conducive to students learning than others.

### Coverage Thinking

- What content information or skill is going to be addressed or "covered?"
- *Caveat:* While it is important to identify curriculum content, "There is a danger when our planning stops here or when we think of what we are covering as the objective of the lesson...A teacher who confuses coverage with objectives focuses on getting through everything without thinking about student learning...When planning is driven by coverage thinking alone, we tend to do minimal or superficial checking for understanding, less intellectual exploration, and less integration with other learning." (Saphier et al, p.373)

### Activity Thinking

- What will students do to take in information, process it, and internalize it?
- *Caveat:* "When teachers' prime planning concern is about activities, they miss opportunities to underline the critical learning's, make connections between learning's for students, and check and evaluate student learning. A teacher thinking in terms of activities is concerned more with what students are doing rather than with what they are learning." (Saphier et al, p.373)

### Involvement Thinking

- How will I get all students engaged in the learning experience?
- How will I cause movement, interaction, and exchange of opinion among students?
- *Caveat:* It is problematic "if student involvement or engagement becomes the dominant concern without being linked to a clear learning objective...Planning lessons that are engaging for students is important; it is a good thing to do. But student engagement is not enough for learning. Students have to be engaged with activities that are carefully designed to lead to desired learning's." (Saphier et al, p.374)

### Mastery Objectives Thinking

- What exactly do I want students to know and be able to do when this lesson is over?
- How will I know they have learned it?
- What will I take as evidence the objective has been met?
- What are the criteria for successful completion?

### Generic Thinking Objectives

- Apart from academic content, what thinking skill or process could I teach or reinforce in this lesson?

**Focus on Objectives:**

**Activity #1 (5 minutes):**

Watch this brief video and list all of the elements of this activity (lesson) that you found to be effective and all that you found to be ineffective. Think about what type of plan/objectives this teacher had prior to the lesson. What does the teacher value in this lesson? (Video Resource Reference Link [Mathematics Middle School 2](#))

Effective	Ineffective

In this lesson, the instructor begins by reviewing the essential question and goals for the day and then defines the new concept of two-step equations. The instructor goes through a step-by-step example of a two-step equation in front of the class and asks questions as she completes each step. She also relates the new concept back to one-step equations and asks the students what is similar and what is different about the two processes.

## Writing Clear Objectives

It is easy to lose track of where you're going if you don't think or write objectives in terms of student mastery. A teacher can get tied to materials and activities and have students involved in liking their classes, but be achieving uncertain, erratic, and unpredictable results. Student involvement and enjoyment of school are important goals, but they do not by themselves make for effective teaching and learning.

A clear objective articulated by a teacher in terms of student mastery is the indispensable anchor of good daily lesson planning. The quality of one's thinking about objectives during planning directly accounts for the effectiveness of student learning experiences. A clear, rigorous, and well articulated objective allows you as the teacher to anchor your activities and assessment in solid ground

A clear objective is linked to a clear assessment. You cannot know if you were effective in teaching your objective unless you have a clear tool for measurement.

You will know you have created a quality objective if you can answer the following two questions:

- What is each student going to walk away with inside his or her head that wasn't there before, that is, something the student can understand and explain or something he or she can do as a skill?
- How will you know the students can do this?

Verbs that are about unobservable processes cannot stand by themselves in a statement of a mastery objective. Verbs such as see, understand, appreciate, etc cannot be evaluated easily therefore should be avoided. Bloom's Taxonomy of Higher Order Thinking Skills provides a number of verbs that can be quantified and assessed.

## Objective Writing Activity

1. Choose a worthy and appropriate objective, one that is aligned with curriculum and well-matched to students' abilities. Make sure there is learning involved-not just a great activity or engaging materials.
2. Word the objective precisely so that learning targets are clear. What is each student going to walk away with inside his/her head that wasn't there before--something that s/he can understand and explain or something s/he can do as a skill? How will you know the students can do this?

Make the learner the subject, and follow with an observable action verb:

- Students will explain in their own words...
- Students will make models that display...
- Students will list the evidence that supports...
- Avoid verbs about unobservable processes such as "understand" or "appreciate."

Ex: Students will understand that the Civil War was caused by a number of causes

Vs.

Students will describe three major causes that led to the Civil War--

**Guided Practice:**

Weak Objective	What is erosion?
New Strong Objective	
Assessment (How Will You Know?)	

Weak Objective	To find the shape of an area?
New Strong Objective	
Assessment (How Will You Know?)	

**Independent Practice:**

Weak Objective	To analyze the characters in "The Giver"
New Strong Objective	
Assessment (How Will You Know?)	

Weak Objective	Students will understand the basic elements of a short story
New Strong Objective	
Assessment (How Will You Know?)	

Assessment:

Turn and share what you know about crafting an objective with your neighbor.