

Instructional Practices that Make a Difference:

Direct, Systematic, Explicit
Instruction - Anticipatory Set

Improving Instruction in Facilities

Essential Questions

- How will I most effectively introduce the lesson?
- What structure(s) will I need to plan for?
- How will I most effectively engage students to activate learning?

Outcomes



You will have knowledge and skills to:

1. Define *anticipatory set*
2. Provide examples of an anticipatory set
3. Understand an anticipatory set sufficiently to incorporate one into your lesson.

Quick review: Research

A meta analysis of 272 research studies found that the most effective form of teaching children who struggle is ----

➤ *direct instruction*

Intervention Research for Students with Learning Disabilities: A Meta-Analysis of Treatment Outcomes, H. Lee Swanson, www.ld.org/research/osep_swanson.cfm

Working Definition of “Direct, Explicit, Systematic Instruction”

Direct, explicit, systematic Instruction is clear, specific, carefully planned teaching of content, skills and learning strategies that includes explanation, examples, modeling, guided and independent practice with feedback.

- This is the definition we will be using today. It is a generic composite of definitions from the literature.
- Not to be confused with “D.I.”

Lesson Cycle Steps

- ***Anticipatory set (focus)***
- ***Purpose (objective)***
- ***Input***
- **Modeling (show)**
- **Guided Practice (follow me)**
- **Checking for Understanding (CFU)**

- **Independent Practice**
- **Teach your partner**
- **Closure**

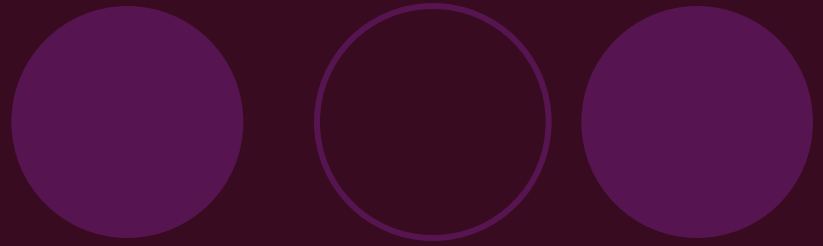
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Anticipatory Set (Focus)

- A short activity or prompt that focuses the students' attention before the actual lesson begins
- Links students' prior learning to new
- Works best if it's thought provoking, interesting, fun, or exciting
- Links to the learning objectives and lesson purpose

Anticipatory Set Examples:



- Sing “Yankee Doodle” before introducing the Revolutionary War.
- Bring a flower and have the kids feel and smell it before talking about the parts of a flower.
- Show an Internet video on lightning before beginning a lesson on weather.
- Taste a pineapple before having a lesson on Hawaii.

Follow the Anticipatory Set with the Lesson Objective and Purpose

- Students will generally spend more time and effort, and consequently increase their learning if they know at the beginning of the lesson what they are going to learn and why it is important to them.

Examples of Setting Objective and Purpose

- “Writers use different techniques to hook their readers. Today you will learn three of these techniques so people will want to read what you write.”
- “Today we’re going to learn how to quickly do percentages in our head so the next time you go to a restaurant you can easily figure the tip.”

From a 7th Grade Lesson

- Anticipatory Set: The teacher will wear a boa and tiara while reading Fancy Nancy by O'Connor.
- Purpose/Objective: The student will use an online thesaurus to find synonyms to clarify meaning and usage. (TEK 7.9C)
- “You will use an online thesaurus to find synonyms or ‘Fancy Words’ for words that we over use. This will make your writing and conversation much more interesting.”

Getting Started - some ideas

Here are some strategies for anticipatory sets:

- tell a short story that gets students interested in the lesson
- get students moving. Make it a game, or something where they respond to you by standing.
- Ask a personal question. If students are about to learn about weather you might start class by asking "What is the worst kind of weather you have ever been in?" and/or "What is your favorite kind of weather?" ...
- Use a video clip related to the topic.

Anticipatory Set: Video



Reflection



What did this teacher do well?

How would this “play” in your class?

What would I need to do so that it would work well for me and the students?

Think Outside the Box

- What other ideas have you seen, used or can envision to use for anticipatory sets?



Reflecting on Anticipatory Set

- Why might it be important to have an anticipatory set?
- What challenges will you face in implementing an interesting, fun, exciting activity as the set?
 - What strategies might help?
 - What supports would help?
 - What materials/supplies would I need?



Other Considerations

Ask Yourself:

“What structures or routines would be important to utilize if my Anticipatory Set is to be successful?”

Use An Attention Signal

- Identify what you will use as a signal.
 - CKH: Time Out
 - In firm voice say, “Class, your attention please,” while at the same time swinging your right arm in arcing motion.
 - “Take Five”
 1. Eyes on speaker
 2. Quiet
 3. Be Still (stop moving)
 4. Hands free (put things down)
 5. Listen
 - Chime or bell
 - Clapping pattern

Getting Attention

- Teach Them using “looks like” and “sounds like” on T
- After signaling “Time Out” wait until:
 - The entire class is quiet.
 - All students make the signal.
 - Speak in a normal tone of voice.

Three active student response strategies that are suited for an Anticipatory Set are:

- Synectics: Visual or Verbal
- K-W-L
- Paired Verbal Fluency

Synectics

- Students complete a metaphor that requires them to relate the topic to an unlike object or activity
- (Solving word problems) is like (an activity or object) because.....
- Particularly helpful in focusing attention and encouraging creativity.

K-W-L

What I **KNOW** (or think I know)

What I **WANT** to know....

What I **LEARNED** and/or
How I will know I
LEARNED it



Paired Verbal Fluency

- In pairs, students letter off A and B.
- Teacher gives prompt or question and then indicates which partner will begin (ex. Talk about everything you know about _____. B's begin.)
- Teacher monitors time and signals when the next person should begin talking without repeating anything that has been said previously.
- Each round is shorter than the previous one for 3 rounds (ex. 45 seconds, 30 seconds, 20 seconds).