**Setting The Stage**

Setting the Stage (Anticipatory Set) includes telling the students what they will be able to do as a result of a lesson or unit, telling them how they will use language skills, and getting student attention. Each of these require that a teacher understand a students background knowledge.

Consider the following questions as you ‘set the stage’ for your lesson.

* **Hook -** How can I involve as many as students as possible, piquing their interests for the subject matter to come?
* **Content & Language Objectives -** How should I inform my students of the lesson's context and objective, in kid-friendly language?
* **Activating Background Knowledge -** What do the students need to know before they can delve into the lesson plan itself and direct instruction and what do they already know?

Setting the stage effectively will:

* Provide continuity from previous lessons, if applicable
* Allude to familiar concepts and vocabulary as a reminder and refresher
* Tell the students briefly what the lesson will be about
* Gauge the students' level of collective background knowledge of the subject to help inform your instruction
* Activate the students' existing knowledge base
* Whet the class's appetite for the subject at hand
* Briefly expose the students to the lesson's objectives and how you will get them to the end result

<http://k6educators.about.com/od/lessonplanheadquarters/g/anticipatoryset.htm>

**Hook –** A hook should excite student about the subject matter.

## Your Hook Should...

Make your students care. Make them feel. The **Hook** is used to motivate by engaging and involving the students,

You could do this by

* telling a story
* sharing an interesting quote
* asking a question
* saying or doing something unexpected (the basis of humor and irony) illustrating
* the consequences of not having the knowledge to be taught (fear...think of TV news and how they hook you to watch) "Up next, why one young mother says she'll never give her daughter Vitamin C again!"

## Your Hook Should NOT...

* be "today, we are going to..."
* or, "get into groups of 2..."
* or, "take out your homework..."
* or, "turn to page 69..."
* or, "be quiet!"

These may be things you say over the course of your day, but do not think these count as hooks.

#### Activating Strategies(Hooks) Can Include the Following:

* recall
* make predictions
* game
* humor or mystery
* exploration or experience
* role play or simulation
* video clip, music, literature, art

#### Specific Reseach-based Strategies Include These:

* KWL
* KWL-Plus
* Wordsplash
* Anticipation Guide/Prediction Guide
* Brainstorm "Flexibility Style" Web
* Brainstorm and Categorize
* Draw a Picture or Diagram

**Content & Language Objectives -** Students are more likely to fail if they do not know what to learn, and they are likely to fail if they do not know what to do. Therefore, having both content and language objectives clearly posted and clearly stated helps to set students up for success.

It is important that content and language objectives are observable (the teacher or observer should be able to see students actively working to meet an objective) and measurable (the teacher or observer should be able to determine whether students are making progress toward or have met each objective).

**Granite SIOP Definition of Content & Language Objectives**

Content Objective – identifies what students should know and be able to do at the end of the lesson and leads to assessment. It is linked to engaging activities and to the learning outcomes.

Language Objective – a process-oriented statement (action verbs) of how students will use language with the content.

**Difference Between Content & Language Objectives:**

Content Objective – tells what students will learn or do during the lesson

Language Objective – tells how the students will learn and/or demonstrate their mastery of the lesson by reading, speaking, writing or listening.

Evaluation of Content & Language Objectives:

* The objectives are observable
* The objectives are written and presented in language the students can understand
* The content objective is related to the key concept(s) in the lesson
* The language objective promotes student academic language growth (it is not something most students already do well)
* The language objective connects clearly with the lesson topic or lesson activities
* There is a plan for assessing student progress in meeting these objectives during the lesson

**Sample Content & Language Objectives:**

Graphics

Content Objective: Students will complete a 2-color silk screen following all steps in the silk screening process.

Language Objective: Students will draw a diagram that identifies all the steps in the silk screening process and compare the diagram to three other students’ diagrams in their graphics team.

Health Science

Content Objective: Identify the muscles of the arm on a model.

Language Objective: Student will explain one specific muscle to a team of students and place it in the correct place on the team diagram.

Child Development

Content Objective: Student will be able to apply the theories of learning in lesson plans for preschool students.

Language Objective: Students will identify the theories of learning in text and describe ways these theories can be used in lesson plans for preschool students.

Information included is modified from *Making Content Comprehensible for English Language Learners: The SIOP Model* by Jana Echevarria, Mary Ellen Vogt and Deborah J. Short.

**SWBAT Verbs Are Essential**

**Vague & Unobservable**

* To know
* To understand
* To learn
* To appreciate
* To study
* To realize
* To value
* To review

**Observable Actions/Products**

* To analyze
* To predict
* To locate
* To explain
* To summarize
* To select
* To list
* To choose
* To classify

**Activating Prior Knowledge** refers to the practice of beginning a lesson by bringing up topics with which the students already have some familiarity. By putting the upcoming lesson material into a familiar context for the students, the teacher is giving them a context into which they can then assimilate the new information and understanding. This discussion can also be used to gauge the level of prior knowledge of the students, which can inform how to proceed with your instruction.

**A link** to prior knowledge may occur by connecting to an experience students have already had or something they already know or by creating a new experience with them that provides a foundation for new information within the lesson. (Activating Strategies, p. 3)"

Activating Prior Knowledge is important because it helps students make connections to the new information they will be learning.  By tapping into what students already know, teachers can assist students with the learning process.  Here are some strategies that can start students thinking about what they already know about a topic:

* KWL Charts
* Brainstorming
* Picture Books (can work for secondary)
* Anticipation Guides
* THIEVES
* Bloom Ball Activity
* Cloze Procedure
* Text Impressions