



eBook

***ANTICIPATORY SET AND
CHECKING FOR UNDERSTANDING***

*A Practical Resource for
Beginning and Experienced Teachers*

2021

For the sole use of the webinar participant and ebook recipient

*Note: This is the third eBook in the
“Art of Teaching” webinar series*



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Section 1: Introduction

Introduction

This *eBook* is the third in a series of ebooks and webinars on The Art of Teaching. It focuses on strategies that a classroom teacher can use to increase focused learning time and to ensure that students have learned what you taught as a prelude to moving on with assignments or in the course generally.

In the eyes of the writers, these two techniques (anticipatory set and checking for understanding) along with setting proper learning objectives are among the most important techniques a teacher needs to have to be successful in the classroom in terms of maximizing student learning. Unfortunately, as noted in the first webinar in this series entitled Instructional Effectiveness, the first two are not often present in lessons that we have seen over the years.

The subject matter in this particular webinar, then, is not just a vehicle for understanding but it is also a call for excellence in instruction. That is the importance Bendel Services places on the inclusion of these techniques into every lesson. If learning time is not maximized and teachers leave the classroom unsure about what students have learned in the lesson, then we are failing in the one standard we must meet everyday in the classroom: To do everything we can to ensure that “the learning that we planned is the learning that was learned.” Maximizing learning time and know what students now know — or don’t know — about the lesson’s objectives is the standard that must be met.

How this eBook is Organized

This *eBook* includes the following sections:

Section 2: Anticipatory Set: What and Why

- Explanation of the Term
- Why Use Anticipatory Set?

Section 3: Conditions to Support Implementation of the Anticipatory Set Technique

- Explanation of Its Purpose
- Establishment of an Orderly Atmosphere in the Classroom
- A Prerequisite: Teaching Students in Advance How to Handle Independent Work without Direct Supervision
- Interest

Section 4: The Three Types

- Type One: The Hook
 - Example 1 - Elementary
 - Example 1 - Secondary
- Type Two: The Diagnostic Question
 - Example 2 - Elementary
 - Example 2 - Secondary
- Type Three: Review of Past Learning
 - Example 3 - Elementary
 - Example 3 - Secondary

Section 5: Variations on a Theme

- Anticipatory Set Exercises Involving More than One Student
- Prompts and Learning Styles
- Extrinsic Motivation: A Little Team Competition
- Stockpiling Ideas for the Future with Colleagues
- A Caveat

Section 6: Checking for Understanding: Why and What

- Why Use Checking for Understanding?
- What Is Checking for Understanding?
- When to Use It
 - For Content
 - For Process
- Form: Elementary and Secondary Classrooms

Section 7: Monitoring the Learning Landscape and Using the Information

- The Teacher as “Environmental Scanner”
- When to Use It (1): Within an Individual Lesson
 - Content
 - Break Points in Instruction and Input
 - Process
 - Final Part of the Lesson
- When to Use It (2): Over the Term and Over the Year
 - Some Venues for its Implementation

Section 8: Information Gathering and Using the Information Effectively

- Gathering Information: Techniques
- The Need for Teacher Discretion
- Changes to Be Made as a Result of the Information Gathered

Section 9: Conclusion