

Example Lesson Plan: Whole Group Instruction

Rationale: Being safe, respectful, and responsible during whole group instruction allows for an environment conducive to active learning and engagement for all students.

Steps: Introduce the procedure for whole group instruction by putting the steps of the procedure on the board:

1. Students sit in a space that has been designated for whole group instruction
2. The teacher stands or sits in a position that allows students to see, hear, and interact with them
3. Students actively listen when others are speaking
4. When a signal is given for students to participate, students will take turns speaking and listening actively to their peers
5. The teacher will give directions and students will listen to understand
6. The teacher will let students know when it is time to leave the whole group instruction space

Expectations: Introduce the behavior expectations for whole group instruction by putting the part of the classroom behavior matrix for whole group instruction on the board:

School-wide Expectation	Whole Group Instruction Procedure
Safe	Stay seated in the designated whole group instruction space Walk to and from designated whole group seat Keep hands and feet out of walkways
Respectful	Actively listen to understand Wait to speak until given a signal that it is time to participate Take turns speaking Follow directions
Responsible	Arrive in the space with all needed materials Take all materials with you when leaving the space Push in chair before leaving
As your teacher, I will:	Position myself in a space that makes it possible for you to see, hear, and interact with me Be prepared with lesson plans and learning outcomes defined

School-wide Expectation	Whole Group Instruction Procedure
	<p>Provide (and model) clear signals that indicate when it is time for you to actively participate</p> <p>Monitor my own tone of voice and behavior and that of students to ensure we are following our classroom expectation of encouraging each other and being respectful</p> <p>Address any questions or concerns you have on an individual basis</p>

Examples and Non-Examples:

- Model each step of the procedure as an example.
- Model some of the identified non-example behaviors. Be sure to identify these behaviors as non-examples.

Practice: Have students practice and provide behavior-specific feedback.

Check for Understanding: Ask students questions about the procedure. For example:

- "How will you know it is time for you to participate?" When I provide clear signals.
- "Can you speak whenever you would like during the lesson?" No. You need to wait for the signal and ensure it is not someone else's turn to talk.
- "What do you need to do before leaving the whole group instruction space?" Take all materials with you and push in your chair.
- "How will you know when it is time to leave the whole group instruction space?" When the teacher tells the students or gives them a signal.
- "What should you be doing when someone else is speaking?" Actively listening to understand.

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.