



## Micro-Unit and Structure Tasks

<b>STEP 1</b>	<p><b>PLAN.</b> <b>DETERMINE THE SEQUENCE OF STEPS STUDENTS MUST PERFORM IN ORDER TO LEARN AND DEMONSTRATE LEARNING SUCCESSFULLY.</b></p> <p>When we plan a lesson or generate an assignment, we can complete it ourselves before giving it to the students. This step, often skipped due to time, is an easy way to identify potential areas of confusion or difficulty for our students and to be aware of the subtasks involved in the learning activities.</p>				
<b>STEP 2</b>	<p><b>COMMUNICATE GOALS.</b> <b>SHARE WITH STUDENTS THE GOALS AND STEPS WE'VE IDENTIFIED IN STEP 1.</b></p> <p>This makes goals clear to students and offers them a roadmap to get there. This step also serves to model for students how to break down a complex task for themselves. Eventually, we can invite students to participate in step 1 with us.</p>				
<b>STEP 3</b>	<p><b>TEACH AND PRACTICE.</b> <b>TEACH STUDENTS, STEP-BY-STEP, TO LEARN THE ESSENTIAL CONTENT AND APPLY THE ESSENTIAL SKILLS WE'VE IDENTIFIED.</b></p> <table><tr><th>Example Skill</th><th>Teach</th></tr><tr><td>Craft a Topic Sentence</td><td><ul style="list-style-type: none"><li>Examine and discuss model topic sentences.</li><li>Identify topic sentences in paragraphs.</li><li>Teach the basic formula for writing a topic sentence: Topic (what you are writing about) + controlling idea (the point you want to make about the topic) Topic: lima beans <u>+ controlling idea: are disgusting</u> Topic sentence: Lima beans are disgusting.</li><li>As a class, practice generating topic sentences about familiar items and ideas <b>orally</b>.</li><li>Practice <b>writing</b> topic sentences in small groups.</li><li>Have students write a topic sentence independently.</li></ul></td></tr></table>	Example Skill	Teach	Craft a Topic Sentence	<ul style="list-style-type: none"><li>Examine and discuss model topic sentences.</li><li>Identify topic sentences in paragraphs.</li><li>Teach the basic formula for writing a topic sentence: Topic (what you are writing about) + controlling idea (the point you want to make about the topic) Topic: lima beans <u>+ controlling idea: are disgusting</u> Topic sentence: Lima beans are disgusting.</li><li>As a class, practice generating topic sentences about familiar items and ideas <b>orally</b>.</li><li>Practice <b>writing</b> topic sentences in small groups.</li><li>Have students write a topic sentence independently.</li></ul>
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<b>STEP 4</b>	<p><b>ASSESS.</b> <b>MEASURE AND CELEBRATE OUR STUDENTS' SUCCESS (ALONG EACH STEP OF THE WAY).</b></p> <p>Our students are encouraged to persevere, and we gain valuable information about which students need additional instruction and which students have demonstrated mastery.</p>				