



Considering Objectives

The heart of the lesson



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Objectives are:

- What you want the students to accomplish at the end of the lesson
- Typically posted somewhere in the room when class begins
- Also, orally stated somewhere in the anticipatory set and used in evaluation in closure



Parts of the Objective

The task (verb) and the learning
(noun)

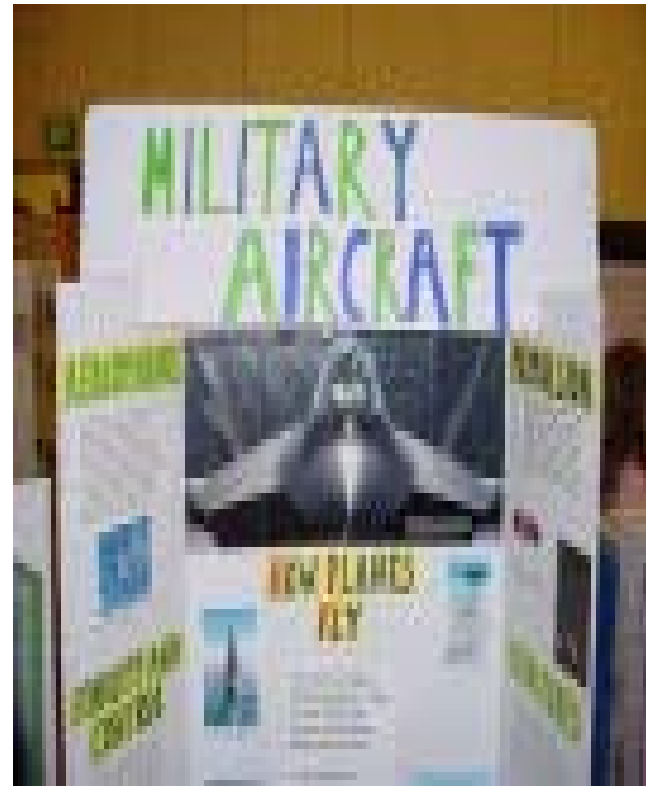
Look at the two parts of the following objectives: The students will

- Diagram
- Identify and interpret
- List
- Compare and Contrast
- The essential parts of the circulatory system
- Figurative language in Poe's "The Raven"
- Three characteristics of the ocean floor that impede exploration
- The atmosphere of the earth to that of Mars



Confusion in Goals and Objectives

- A goal is a long range assignment you wish the students to perform....it involves many daily objectives.
- Examples are: Write a persuasive paper, complete a science project, do a research paper on.....



Confusing Objectives and Activities

The most common mistake made with objectives is confusing them with activities.....

Activities might include:

- *Read Chapter 2
- *Write a poem
- *Popcorn read

Notice a critical attribute of objectives is missing: the specific learning is missing!

Can you distinguish between goals, objectives, and activities?

Look at the following. Label g for goal, o for objective and a for activity.

1. Students will create a poem which includes opinions about three Shakespeare works we have studied.
2. Students will complete lab 1 (from the book)
3. Students will list five hazards in space travel.
4. Students will analyze stanza 1 of Milton's "Paradise Lost" for rhyme and meter.

Evaluation Continued

5. Students will locate and label 10 constellations we have studied in this unit.
6. Students will create, explain, and display their science projects at the Science Fair.
7. Students will answer questions 1-5 in book.
8. Students will paraphrase the plot of the poem "The Highwayman."

Answers can vary according to students' levels.

Let's evaluate each quiz statement.

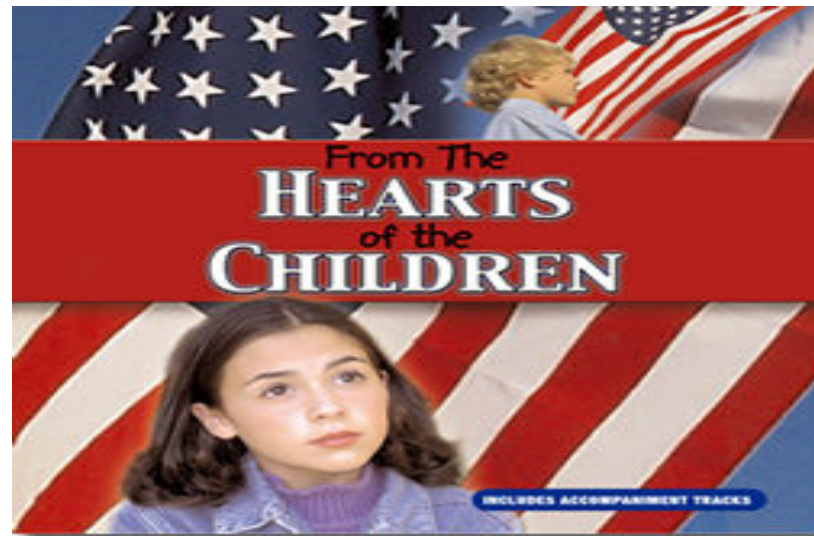
1. Poem about Shakespeare's works. This includes lots of preparation. The works must be read must be read in discussed in class, a possible review of poetic devices might be included also as well as a discussion of forms of poetry. GOAL
2. Activity (no specific learning is mentioned).

Responses Continued

3. Objective (verb and noun)
4. Objective (task and learning)
5. Debatable. If high school students and his has been covered in one day, it would be an objective. If younger students and this is an entire unit, it might be a goal.
6. Goal....much work included. Many small objectives included in this.

Responses Continued

- 7. Activity (no specific learning involved)
- 8. Objective (can be covered in one day....task (paraphrase) and learning (recognizing the plot) are both present.



Why are objectives so important?

- Think about why objectives are important.
- Think about how many times they, at least, should be mentioned in the lesson.
(anticipatory set and closure, at least)
- Think about how confident you feel in writing objectives. Are you assigning goals or activities rather than objectives?

ALWAYS REMEMBER

DAILY OBJECTIVES ARE WHAT YOU WANT THE CHILDREN TO BE ABLE TO DO AT THE END OF THE CLASS PERIOD THAT DAY!!!!



REFLECTION

When you have a chance (sometime in the next two weeks), think about your expertise in writing objectives. How did this power point information impact you? Did you know all this information, or will you change the way you construct objectives? Why are objectives the heart of the lesson?

