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# LEARNING HORIZON

WHERE OUR BUSINESS IS ADVANCING STUDENT ACHIEVEMENT FOR ALL LEARNERS

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## THE BIG FOUR

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- **What**

is the  
Big  
Four?

Learning Horizon, Inc. 14882 E. Maplewood Place, Centennial,  
Colorado 80016 Phone: 720.985.1137 Fax: 303.617.1300

- **GANAG**

-  
Lesson  
Planning

- **How**

to  
Design  
a  
Better  
Lesson

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## VOICES FROM THE FIELD

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- **Janie's**  
blog
- **Teachers**  
and  
Administrators
- **ASCD**  
free  
webinars

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**SCHOOLS**


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- Shared  
Successes
- Keynotes  
and  
Presentation  
Topics

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**PUBLICATIONS**


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- On  
the  
Horizon!
- Publications  
by  
Jane  
E.  
Pollock
- Purchase  
books  
on  
Amazon

**GANAG** is the acronym for designing a lesson plan **created by Jane E. Pollock** who **updated Madeline Hunter's schema** for 21st century learners. Using research introduced by Jane E. Pollock and her colleagues in *Classroom Instruction that Works*, (1st edition, Marzano, Pickering and Pollock, 2001) Jane updated Madeline Hunter's schema:

Mastery **TEACHING** -- Madeline C. Hunter 1972

O – set objective

A – anticipatory set

I/M – input/modeling

GP – guided practice

IP – independent practice

Check for Understanding/Monitor and Adjust

C – closure

**Master LEARNERS - 21<sup>st</sup> century Learners** (Pollock, 2007)

G - students interact with the goals and objectives

*feedback - formative assessment*

A – access prior student knowledge

*feedback - formative assessment*

N – new information (declarative or procedural)

*feedback - formative assessment*

A – apply thinking skills/strategic practice

*feedback - formative assessment*

G – generalize, goal review

Homework -- and Assessment

**9 High Yield Strategies and GANAG:**

The five-stage GANAG lesson planning and delivery schema cues teachers to plan to deliberately teach students to use the 9 high yield strategies every day to learn better:

**G GOAL/standard or objective stage**

Set objectives and provide feedback.

Recognize effort and provide recognition.

**A ACCESS PRIOR KNOWLEDGE stage**

Identify similarities and differences.

Use nonlinguistic representations.

Use cooperative learning.

Use questions, cues, and advance organizers.

**N NEW INFORMATION stage**

Summarize and take notes.

Provide practice.

Use cooperative learning.

Use questions, cues, and advance organizers.

**A APPLY stage**

Identify similarities and differences.

Provide practice.

Generate and test hypotheses.

Use questions, cues, and advance organizers.

**G GOAL REVIEW or summarize stage**

Set objectives and provide feedback. Recognize effort and provide recognition.

As students use the high-yield strategies daily to engage with the lesson content, they have continual opportunities to seek and receive feedback about the progress they are making toward lesson goals—the standards and daily objectives.

For more information about **GANAG and GANAGPlus for Co-teaching**, see:

*Pollock, J. E., Ford, S. & Black, M. (2012). Minding the Achievement Gap One Classroom at a Time. Association for Supervision and Curriculum Development, Alexandria, VA*

*Pollock, J. E., Ford, S. M. (2009) Improving student learning one principal at a time. Association for Supervision and Curriculum Development, Alexandria, VA*

*Pollock, J. E. (2007) Improving student learning one teacher at a time. Association for Supervision and Curriculum Development, Alexandria, VA.*