edgeEX
Content Authoring Guidelines

EdgeEX Lesson Warm-up Activity

The EdgeEX Lesson Warm-up Activity guidelines provide authors with details on how to author content for lesson warm-up activities in accordance with Product expectations.

Warm-Up Activity 🔗

Every EdgeEX lesson begins with an introduction to the lesson's topic, question, goals, vocabulary, and content. The first three to four minutes of the lesson are spent preparing students for learning. The warm-up is designed to cue students for what, how, and why they are learning. It is also meant to establish a routine and set up students for success. The warm-up activates prior knowledge when students have it and fills in the gaps when they do not. The transition from the warm-up to the instruction should connect the new lesson content to prior knowledge.

In the warm-up, students begin thinking critically about the instructional topic. New concepts are not introduced in the warm-up as the activity can be customized out by the client. The warm-up aims to:

- activate prior knowledge, provide relevant context for learning, and motivate students.
- ensure that students have a clear understanding of what they are going to learn and how they will learn it.
- help students understand how the goals of the lesson relate to one another and to the content of the lesson.
- position students for success by providing them with the vocabulary they need to understand the content of the lesson.
- engage learners and give them an opportunity to succeed with a task that they can build on in the upcoming lesson.

> 📄 For guidance on authoring lesson questions, objectives, and vocabulary refer to the **EdgeEX Course Planning** page.

Warm-up Anchor 🔗

The teacher welcomes the student and briefly introduces the lesson topic and guiding question.

- The anchor video is intended to "hook" the student, or pique student interest with an engaging, student-relevant approach to the topic.
- The lesson question appears on the slide along with the warm-up icon and the topic (a noun or noun phrase).
- An image appears that will engage students. Visual learners benefit as the teacher introduces the topic.

- The warm-up anchor template is designed to accommodate voice-over by the teacher.
- The hook should take between 30 seconds and 1 minute.

Warm-up Instruction 🔗

The warm-up instruction introduces the lesson goals, key vocabulary, and warm-up instruction.

Lesson Goals

- This presents the goals the student will work toward in the lesson.
- The goals are derived from the lesson objectives but are written in student-friendly language rather than in "teacher-speak."
- The teacher should guide students through the graphic organizer to demonstrate how the goals relate.
- The lesson goals template is designed for the teacher to appear onscreen.
- The presentation of the goals should take no more than 30 seconds.
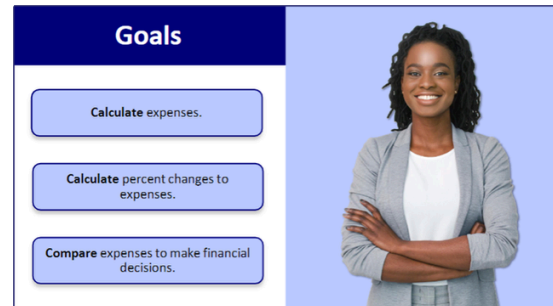
Words to Know

- This introduces four to six terms.
- Some courses and lessons may require more vocabulary words and have an approved exception to the maximum of six words per lesson. In these cases, an additional WTK template will be added to follow the first WTK template.
- Students are introduced to words that they will see later in the lesson and that are integral to lesson concepts.
- Words should be listed on the WTK slide in their infinitive or singular form, regardless of how they are used in the lesson.
- The word-to-know should then be bolded and underlined on its first use in the lesson, regardless of whether it's plural or how it's conjugated. When possible, the infinitive or singular form is preferred.
- Both academic and domain-specific vocabulary may be used. The lesson's objectives and content dictate which words are most valuable.
- Words and definitions should be identified and defined for audio and ingestion into the tool.
- Check for existing definitions in the tool. If a new definition is needed, consult Merriam-Webster and author a unique, non-plagiarized definition.
- Students have access to a digital glossary throughout the lesson. Scripting may encourage students to use the glossary and add the vocabulary to their notes. At any point in a lesson, except on the WTK slide, students can select a word or definition in the glossary to hear it read aloud. The definition

for each word is based on the subject, lesson, and target grade.

- The presentation of the vocabulary should take no more than 30 seconds.
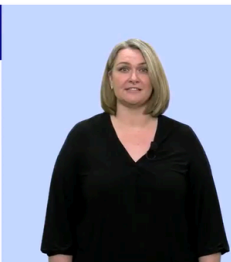
Instruction

- This content works together with the task that follows, piquing students' interest.
- This content serves to activate prior knowledge, review previous learning, build background knowledge, set the context, build anticipation, or motivate students.
- With brief video instruction, the teacher provides a nugget of content related to the topic of the lesson and prepares students to complete the task that follows.
- Adding a graphic organizer, diagram, chart, graph, map, illustration, photograph, audio clip, or video clip to this slide can engage students.
- More than one instructional template may be used if the lesson requires the information.
- The instruction should take 1 minute to 1.5 minutes.

❌ Do not use vocabulary terms in warm-up instruction. Vocabulary is only used within instructional segments.

Question Item

- The warm-up finishes with a quick check-in for students. They will have the chance to interact with the opening information in some way.
- The question item may help students recall and verify prior learning, prompt thinking, help them connect the content to their own lives, reflect on ideas, or pose a relevant problem.
- Students do not learn new material and should not feel like they are being tested. The question item provides an opportunity for students to process what they have just learned on the previous slide.
- Survey-type question items often appear in warm-up activities.
- The question item should take no more than 1 minute to complete.

📄 Refer to the **EdgEX Scripting Guidelines** for guidance on authoring an effective script.

Warm-Up Instruction and Question Item Pairings 🔗

There are various ways that the warm-up can provide background and interactivity. Examples of a successful warm-up instruction and question item pair include:

- An anecdote that provides relevant knowledge, and then asks students to think about it and respond to it through an activity. Anecdotes should be culturally relevant, relatable to most students, and avoid stereotypes.
- Embedded audio that appeals to multiple learning styles and invites students to react to what they "hear" as they begin to conceptualize key concepts that will be covered in the lesson.
- A strong visual or series of visuals, followed by a question that helps students process an idea.
- Relatable, real-world applications or problems related to lesson content.
- Content that appeals to students' interests and sensibilities and asks students to respond.

- Humor is used to entertain students as they make predictions about what's ahead.

Warm-up Instruction	Warm-up Question Item

Warm-up Dos and Don'ts 🔗

DO state goals in clear, direct language that students can grasp immediately.	**DON'T** simply repeat the lesson objectives. Clarify for students how they will master the lesson content and complete the assignment.
DO include a clear action verb at the beginning of each goal.	**DON'T** use overly academic language that might hamper student engagement. Keep it friendly!
DO keep each part of the warm-up short and simple. Each slide should take only 30 seconds to 1 minute.	**DON'T** make the warm-up difficult. Avoid discouraging or intimidating students with challenging information or task questions.
DO make the warm-up engaging and interesting. Get creative!	**DON'T** include information that diverts from the main goals of the lesson.
DO write or review the full warm-up AFTER the rest of the lesson has been developed.	**DON'T** start with a misconception, and don't assume that you know what students know.