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|  | 1. **Clear Learning Objectives (focus)**: Topics, skills, or concepts that are *clear, legitimate and derived from agreed-upon curriculum*. (pg 53) |
| Notes/Ideas: |
| 2. **I do, We do, We do, We do, You do (model)**: T*eaching, modeling, demonstrating*, *guided* practice, and *checks for understanding*/formative assessment. (pg 53-54) | **3. Concrete to Pictorial to Abstract (connect):** Connecting to something students’ know (concrete), visualizing or drawing of what it is (pictorial), and writing about it (abstract) |
| Notes/Ideas: | Notes/Ideas: |

**7**

TOP

**Instructional**

**Strategies**

Moanalua High School

Adapted from Mike Schmoker

*Focus: Elevating the Essentials (2011)*

Directions: Use this handout to take notes, draw pictures, and/or brainstorm ideas on ways to incorporate these 7 instructional strategies into your classroom.

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| 4. **Think-Pair-Share (Talk):** Effective lessons include frequent opportunities for students to *explain their knowledge verbally* as the teacher notes their level of understanding and *adjusts instruction accordingly*. (pg 59) | 5. **Writing (write)**: Allows us to see conceptual relationships, to acquire insights, and to unravel the logic of what was previously murky or confusing. When students are asked to *explain* or *evaluate*, in writing, they come to a clearer, deeper understanding of meaning and application. (pg 211) |
| Notes/Ideas: | Notes/Ideas: |
| 6. **Questioning Strategies (question)**: Begin a lesson with an “anticipatory” step--a hook, a question, or a link to previous learning--some background information followed by questions to *establish purpose* and *stimulate curiosity*. The questions require students to make inferences and draw conclusions. (pg 70) | **7. Descriptive Feedback (reflect)**: Effective teachers provide *guided practice* and *checks for understanding* multiple times during a lesson until the greatest number of students has learned the material. (pg 57) |
| Notes/Ideas: | Notes/Ideas: |