

Six Instructional Strategies for Tomorrow



Inc.

Teachers Serving Teachers

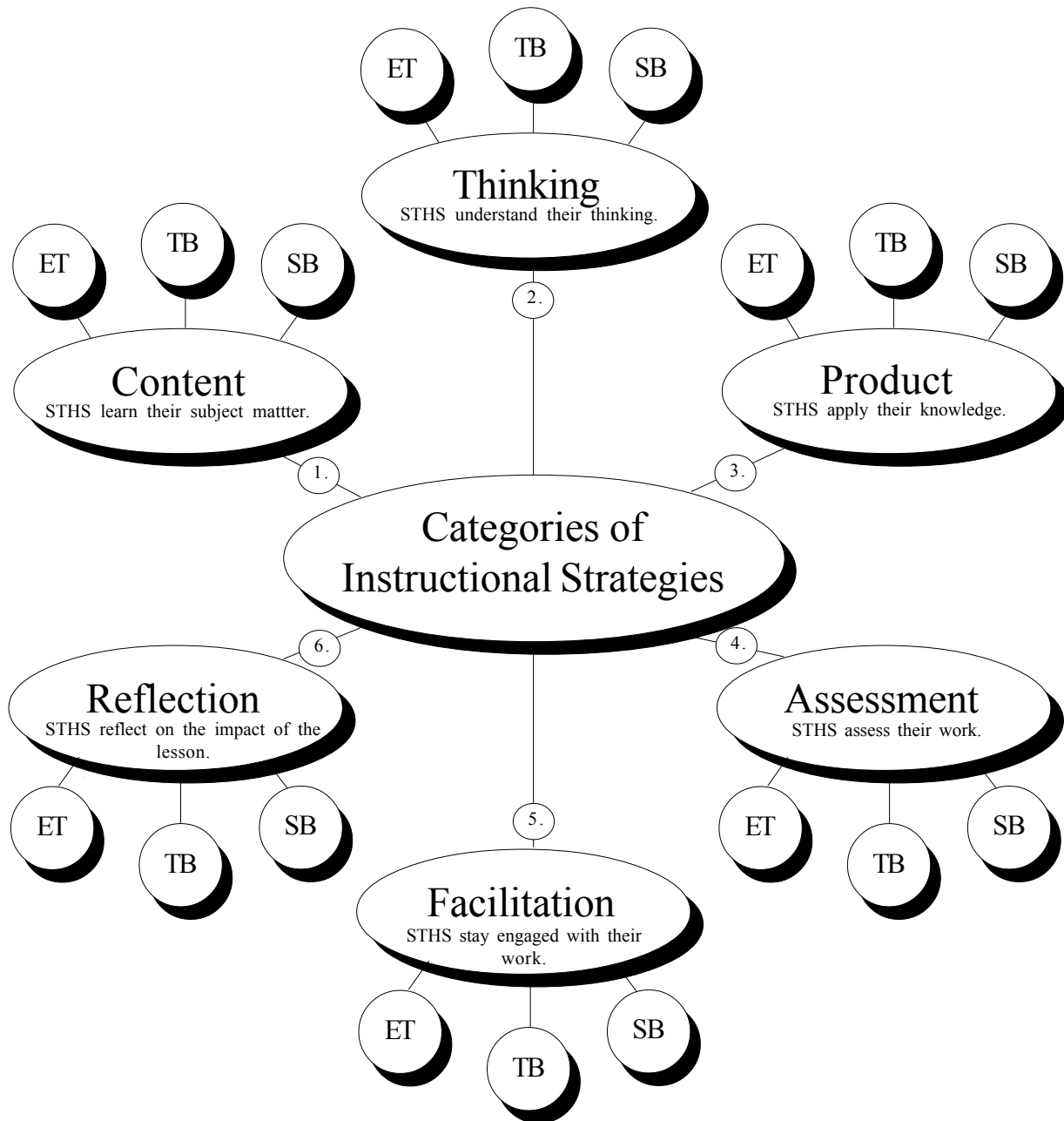
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MCP Instructional Strategies



Strategies To Help Students...

Environmental Tool
 Teacher Behavior
 Student Behavior

MCP School-Wide/District-Wide Goals

Goal 1: Content:

The teacher opens classes with an objective that:

1. begins with a cognitive verb;
2. followed by descriptive content (6-12 words);
3. followed by a specific student product; ...so that students have a clear target for the lesson.

Goal 2: Thinking

The teacher uses effective questioning strategies, such as:

1. Including cognitive verbs within questions;
2. Praising student responses with specific terminology involving labels of levels, definitions of levels and cognitive verbs;
3. Using simultaneity prior to hand raising to cause *all* students to think;
4. Calling on student equally;
5. Eliciting quality answers from *every* student through (a) wait time, (b) providing clues, (c) reframing questions, (d) acquiring help, (e) providing the answer with a rationale.

Goal 3: Product

The teacher:

1. has students produce for a reasonable percentage of virtually every class period (notes, written work, think/pair/shares, quick graphic organizers of different types; short term puzzles; dry erase answers, etc.);
2. using all four modalities.

Goal 4: Assessment

The teacher uses:

1. minimum skills checklists for daily tasks;
2. product guides for multi-day products; and
3. rubrics for in-depth projects.

Goal 5: Facilitation

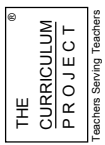
The teacher keeps students engaged in meaningful tasks by using strategies such as:

1. specific roles for collaborative tasks;
2. clearly written agenda items;
3. time limits;
4. frequent, specific praise;
5. equal proximity to all students; and
6. attentive, formative assessment.

Goal 6: Reflection

The teacher uses prompts and products to close most lessons so that students reflect on:

1. what they learned;
2. how they learned it;
3. how they might use it; or
4. how it relates to a larger point of reference.



We will

cognitive verb

descriptive (6-12 wds.) content related to state standards

and share ideas through a/an

specific product/s

_____ .

STEP INTO THINKING

Critical Thinking • To Justify

Judge Decide Infer
Conclude Interpret

Creative Thinking • To Change/Create

Generate Hypothesize Speculate
Imagine Adapt

Analysis • To Examine In Detail

Isolate Determine Compare
Contrast Distinguish

Application • To Use In Another Situation

Classify Apply Organize
Summarize Categorize

Comprehension • To Show Understanding

Explain Describe Paraphrase
Clarify Express

Knowledge • To Recall

Remember List Recognize
Recount Restate

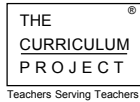
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Metacognition Made Easy

Abstract Levels of Thinking

Level	Definition	Verb (One verb is...)	Question (Who can...)	Objective (We will...)	Praise (I like...)
Critical Thinking	...to justify	judge decide infer conclude interpret	Who can judge whether or not the main character acted appropriately when she...?	We will justify the decision made by ___ and share ideas through a persuasive paragraph.	I like the way that you used critical thinking when you justified...
Creative Thinking	...to change or create	generate hypothesize speculate imagine adapt	Who can speculate what the main character might pursue for an occupation in the future?	We will speculate on the best course of action for ___ and share ideas through a concept map.	I like the way that you used creative thinking when you speculated...
Analysis	...to examine in detail	isolate determine compare contrast distinguish	Who can isolate instances from the chapter in which the main character demonstrated...?	We will determine which actions taken by ___ were helpful and share ideas through a discussion.	I like the way that you used analysis when you discussed many details related to...
Application	...to use in another situation	classify apply organize summarize categorize	Who can categorize the main character's actions into helpful, neutral, and harmful?	We will categorize actions of ___ into her various roles and share ideas through a column chart.	I like the way that you used application when you applied your understanding of ...
Comprehension	...to show understanding	explain describe paraphrase clarify express	Who can describe in their own words what the personality of the main character was like?	We will describe the phases that ___ went through and share ideas through pictures and sentences.	I like the way that you used comprehension when you described in your own words...
Knowledge	...to recall	remember list recognize recount restate	Who can remember actions that the main character took in the story?	We will recall obstacles that were overcome by ___ and share ideas through a mobile.	I like the way that you used the knowledge level when you re-stated...

Basic Levels of Thinking



Product Options

KINESTHETIC

board game
category puzzle
charade
collection
concept cube
demonstration
diorama
display
dramatization
etching
experiment
finger puppets
flip book
food model
hand puppet
jigsaw puzzle
kite
mime
mobile
model
monument
movement game
origami
quilt
relief map
role play
sculpture
sequence puzzle
simulation
skit
tee shirt

ORAL

anecdote
how-to talk
book report
campaign speech
cinquain
class discussion
debate
show & tell
explanation
fable
fairy tale
haiku
informative speech
legend
limerick
mock interview
monologue
myth
newscast
nursery rhyme
oral report
panel discussion
persuasive speech
radio announcement
radio commentary
radio commercial
rap
reading
round table disc.
small group disc.
story telling

VISUAL

award
banner
bar graph
brochure
blue print
book jacket
bulletin board
bumper sticker
calendar
celebrity cards
circle graph
collage
comic strip
cross section
flash cards
flow chart
labeled diagram
magazine ad.
multimedia pres.
outline
picture graph
picture dict.
plot graph
political map
poster
rebus story
slide show
story map
t-chart
television com.
timeline
tree chart
Venn diagram
video tape
web

WRITTEN

autobiography
biography
book report
brochure
business letter
classified ad.
critique
descriptive essay
dictionary
dialog
dictionary
e-mail
editorial
explanation
fable, fact file
fairy tale
folk tale
friendly letter
greeting card
how-to paper
interview script
job description
journal entry
legend
letter of inquiry
letter to editor
limerick
magazine article
manual
memorandum
myth
newspaper article
newsletter
persuasive essay
recipe, report
research paper
tall tale, travel log

PRODUCT GUIDES

MODEL - KINESTHETIC

PARTS	ATTRIBUTES
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TITLE - prominent, concise, summarizes, visible from front
OBJECTS - realistic color/shape/features, proportionate, 3-d, movement, visual direction, secured
LABELS - descriptive, concise
FRAME/BASE - accommodates all objects, sturdy
EXPLANATORY TEXT - explains key points, visual direction, limited
CREDITS -discrete, alphabetized, visible from front
NEGATIVE SPACE -surrounds all text, graphics, and objects

REPORT - ORAL

PARTS	ATTRIBUTES
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INTRODUCTION - speaker introduced, topic described, impetus for project explained, expected outcomes discussed
BEGINNING - topic described in general terms, major points outlined, audience involved
MIDDLE - major points supported with details, intermittent summarizations, transition statements link major points, audience involved with content
SUMMARY - major points reviewed, call to action/ask for acceptance of concepts/beliefs/positions
BODY LANGUAGE - sustained eye contact with each member of audience, formal posture, natural gestures/expressions, clear/well-paced voice
USE OF VISUAL AIDS - to support major points, intermittent use, limited

TIMELINE - VISUAL

PARTS	ATTRIBUTES
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TITLE - prominent, concise, summarizes
LINE -ruled, may represent topic, arrowed
TIME INCREMENTS - uniform size per unit of time, clearly visible, equal intervals, sub-units of time for important events
LABELS - printed legibly, uniform size, represent key events
ILLUSTRATIONS - limited, highlight key events/concepts
BACKGROUND -non-obtrusive, may support main concept
CREDITS -discrete, alphabetized, visible from front
NEGATIVE SPACE - surrounds text, graphics, and boundary of product

RESEARCH REPORT - WRITTEN

PARTS	ATTRIBUTES
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INTRODUCTION - describes the research question or hypothesis, explains why the investigation was conducted, explains the significance of the study, speculates upon potential uses for the findings
BODY - short simple sentences, organized by subtopics, frequent subheadings, subtopics linked by transition statements, jargon-free, objective language
DISCUSSION - summarization of important, relevant data
CONCLUSION - brief, supported by evidence, not exaggerated
REFERENCES - complete bibliographic data, consistent format, APA or district-specific guidelines

Reflections

- What did I learn?
- What did I feel best about?
- What will I tell my parents?
- What could I do differently?
- What steps did I take ?
- How well did I accomplish our objective?
- What kinds of thinking did I use?
- What was difficult?
- What was easy?
- How does today's lesson relate to a job?

Picture

Ball Toss

Sticky Note

Journal Entry

Think-Pair-Share

Reflection Wall

Class Discussion

<h1>Vignette Reflection</h1>				
	Teacher/Grade	Teacher/Grade	Teacher/Grade	Teacher/Grade
Content				
Thinking				
Product				
Assessment				
Facilitation				
Reflection				
Other				

