

INSTRUCTIONAL STRATEGIES / METHODS

(Content Dates: _____ s Methodology)

Methodology	When/Why Needed	Features	Teacher-Role	Student-Role
PRESENTATION Ex: Author Background Ex: Battle of Gettysburg	<ul style="list-style-type: none"> to convey information 	<ul style="list-style-type: none"> Advanced organizer Reinforcement provided Delivery is upbeat Visuals are helpful 	<ul style="list-style-type: none"> Use Direct Instruction elements Provide enthusiasm Prepare graphics, overheads Group activities 	<ul style="list-style-type: none"> Take notes Listen/discuss Ask questions
Skills/demonstration Ex: Outlining, Origami Ex: Map reading	<ul style="list-style-type: none"> to learn a "skill" how to . . . 	<ul style="list-style-type: none"> Teacher models correctly. Step by step (parts of the skill) Practice Feedback, quick, specific, corrective 	<ul style="list-style-type: none"> Plan clear step-by-step (handouts may be needed) Model correctly Give feedback 	<ul style="list-style-type: none"> Practice
CONCEPT Ex: Alliteration Ex: Impressionism	<ul style="list-style-type: none"> to categorize, classify, to put in "class" by defining the concept 	<ul style="list-style-type: none"> Rule → Ex (deductive) Ex → Rule (inductive) Define the concept Features of concept (attributes) BEST example, more examples NON examples 	<ul style="list-style-type: none"> Clear definition Provide clear features Provide examples/non-examples Provide time to think and organize 	<ul style="list-style-type: none"> Name features of concept Recognize examples Create examples
INQUIRY/THINKING Ex: What is best poem by Robert Frost? Ex: What Latin American country most needs UN aid?	<ul style="list-style-type: none"> to think, analyze, synthesize, problem solve 	<ul style="list-style-type: none"> Puzzler, problem, essential question Investigation (gather, organize, analyze) Conclusion/product Share/process Metacognition time: students talk aloud about their thinking 	<ul style="list-style-type: none"> Create puzzler Facilitate process Be sure to walk through all steps with students Provide time for investigation and talking about decision making processes 	<ul style="list-style-type: none"> Brainstorm Investigation Participate actively Be prepared to talk about thinking process with others
COOPERATIVE LEARNING Ex: Groups/reports Literature of Revolution -Vietnam -Ireland -China -Cuba All elements must be present for method to be C.L. and not just group work	<ul style="list-style-type: none"> to convey information to develop social skills to work successfully in groups 	<ul style="list-style-type: none"> Positive interdependence Individual accountability Shared leadership Social skills directly taught Process time to judge effectiveness (individually and as a group) 	<p><u>Plan carefully and completely</u></p> <ul style="list-style-type: none"> Clear directions and Instructions Heterogeneous Grouping Grading (rubrics for overall group, skill and peer work) Accountability: group and individual Resources to share Check progress and give clear and specific checkpoints 	<ul style="list-style-type: none"> Self-directed Time manage Group report Cooperate Contribute Self- and peer-evaluate Share responsibilities
DISCUSSION SOCRATIC SEMINAR Supports all methodologies	<ul style="list-style-type: none"> to share ideas to process to think critically and creatively 	<ul style="list-style-type: none"> Group size varied Preplanned questions Motivation: points, time to talk Order of speaking: ball throw 	<ul style="list-style-type: none"> Facilitate participation Preplan questions Facilitate critical and creative thinking 	<ul style="list-style-type: none"> Participate Back up ideas with support