

Direct Instruction Model

TRED 207



Definition

- Direction instruction is a model that uses teacher explanation and modeling combined with student practice and feedback to teach concepts and procedural skills.

5 Stages of Direct Instruction

- **Orientation**
 - Review previous days work
 - Hook (Anticipatory set)
 - Activate prior knowledge
- **Presentation**
 - Introduce new material in clear, logical steps
 - Discuss lesson objective(s)
- **Structured practice (Teacher modeling)**
- **Guided Practice**
 - Give feedback
- **Independent practice**

Theoretical Foundation

- Teacher effectiveness research
- Social Cognitive Theory (Bandura)
- Interactive Learning (Vygotsky)

Teacher Effectiveness

- Use their time well
- Present high quality examples
- Use clear language
- Provide effective feedback
- Develop lessons using questioning
 - Ch. 1 and 3

Social Cognitive Theory - Bandura

- Describes changes in behavior, thinking, or emotions that result from observing the behavior of another person.
 - **MODELING** – *Teacher demonstrates the steps involved in learning a skill or the thinking involved in classifying examples of concepts.*

Interactive Learning - Vygotsky

- Research on the social aspects of learning emphasizes the importance of verbal interaction in helping students learn.
 - **Scaffolding** – *Instructional support teachers provide as students learn skills.*
 - **Zone of Proximal Development** – *The state of learning in which a student cannot solve a problem or perform a skill alone but can be successful with the appropriate support.*

Planning

- Identify Topics
- Specify Learning Objectives
- Identify Prerequisite Knowledge
- Selecting Problems and Examples

Personalize



-Relate new concepts to your own life, that is, to your experiences, knowledge, beliefs and feelings.

Transfer/Use Cognates



-Apply your linguistic knowledge of other languages (including your native language) to the target language.

Substitute/Paraphrase



-Think of a similar word or descriptive phrase for words you do not know in the target language.

Find Patterns/Group/Classify



-Apply a rule.
-Make a rule.
-Sound out and apply letter/sound rules.
-Relate or categorize words or ideas according to attributes.

Use Graphic Organizers/Take Notes



-Use or create visual representations (such as Venn diagrams, time lines, and charts) of important relationships between concepts.

Summarize



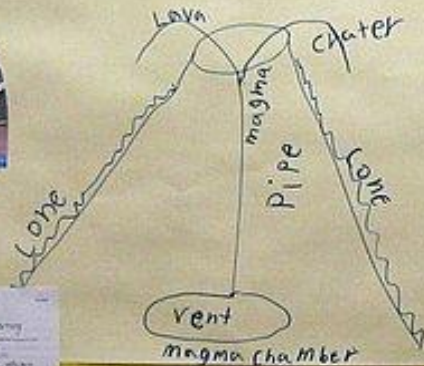
-Create a mental, oral, or written summary of information.

A display board featuring student photos and names. The board is divided into sections with red and pink backgrounds. Names visible include: Hon? It? Yo, Juan, Team #4, Serdar, Lily, Nayla, HASSAN, Team #8, KADIA, Rosa, Hana, Miguel, and Maria.



A sign on a wooden easel. At the top, there are five cartoon faces of diverse children. Below them, the text reads: "The World Is A Rainbow. The world is a rainbow that's filled with many colors, black and white and brown."

In science we are learning about ~~different kinds of~~ volcanos. One of the volcanos is called a Shield volcano. Another volcano is called a Cindercone volcano. When the magma reaches the Earth Surface it is called lava. The bottom part of the volcano is called a vent and the middle part of a volcano is called Hotspot.



Callous and Soft
 One day I was playing with my friends in the schoolyard. I was very happy and laughing. Then I fell on the ground. I was hurt and crying. My friends came and helped me. They were very kind and caring. I felt better and started laughing again. I was so happy and grateful for their help. I will always remember this day.



The story of the boy who cried wolf
 A boy lived in a village. He had a dog and a sheep. One day the dog barked and the boy cried 'Wolf! Wolf!' The villagers came and saw nothing. The boy kept doing this every day. One day the dog barked and the boy cried 'Wolf! Wolf!' The villagers came and saw nothing. The boy kept doing this every day. One day the dog barked and the boy cried 'Wolf! Wolf!' The villagers came and saw nothing. The boy kept doing this every day.

Parrot in the Zoo
 A parrot was in a zoo. It was very colorful and beautiful. The children in the zoo loved to see it. They would come every day to see the parrot. The parrot was very happy and loved to fly. It would fly around the zoo and make a lot of noise. The children would laugh and play with it. The parrot was a very special animal and everyone loved it.



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The End
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Monitor
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Monitor





Brainstorming

Brainstorming posters featuring various diagrams and student work.

Personalize

Graphic organizers can be used to organize information. They can also be used for comparing ideas. They can put events in order. They can even organize arguments and help us to make predictions. They can help brainstorm about ideas. Graphic Organizers can be helpful.

Handwritten notes on a yellow background.

EWL Chart

Chart with a student photo and handwritten notes.

TIMELINES

Timeline posters with student work and images.

Sequencing



Handwritten notes on a yellow background.

Vocabulary



Handwritten notes on a blue background.

Handwritten notes on a yellow background.



Word Splash

Activity sheet with a grid for word collection.



Social Studies

I learned a lot about Greece. We learned that they're are a lot of places there. We learned about Syria and Athens. Homer was a famous writer who wrote tales. One of them was an Oddysey. We learned about "Hellen" a populer name and many people in Greece they have that name. Hellen was a gree myth. Athens has a government just likhus and it called a Democracy. Homer made another tale that was an one-eyed giant, and it was weird.

Background Knowledge



Social Studies

In social studies we have ^{learned} a unit on the British colonies. In the 1600s and 1700s there were only 13 British colonies. There were divid into three groups of colonies. New England, Mid-Atlantic, and the Southern colonies. The 13 colonies were mostly made for Economic, and Religious reasons. In the New England colonies much of their social life was going to the church of England. There were ~~also~~ also the people called Puritans who wanted to pretty the Church of England. In the mid-Atlantic colonies they had Craftsmen and Shipyards. Also there were market towns in the mid-Atlantic. In the southern colonies they had Slaves, Indented Servants, and Large Land Owners. Indented Servants are people that work for a price of time. In the Southern colonies they had a cash crop called Tobacco. That's what I learned about the British colonies.



Haeri Eom

In social studies, I am learning about Ancient Cultures. Mrs. Tyler is my social studies teacher. We had to get in groups and work on one Ancient Culture. My group had to work on Ancient Egypt. My group was Heather, me, and Samantha. I like to work on ancient civilizations. I also learned that Ancient Egyptians hunted for food. Some of the woman hunted for food also. They hunted animals for clothing and shelter. They also planted alot of crops. I enjoyed learning about ancient Egypt.



In Social Studies we are learning about the British Colonies. We are learning about the 13 colonies. We studied it in first grade. We learned about the colonies. We got into groups. Some of our groups were the New England colonies, the Mid-Atlantic colonies, and the Southern colonies. We learned that the colonies were different groups of colonies. The people of colonies were the British. We learned that they had a government. We put a group of people in the Southern colonies. We put a group of people in the Southern colonies. We learned that the colonies were different groups of colonies. We learned that the colonies were different groups of colonies. We learned that the colonies were different groups of colonies.

Learning Strategies Empower Students

