

Instructional Flow Idea Chart

Element	Teacher Says/Does	Students Say/Do
<p>1. Introduce the lesson Provide focus - Anticipatory set State the purpose of the lesson</p>	<p>Provides an interesting, fun, exciting introduction/anticipatory set Clearly states the specific concepts & skills to be learned Clearly states a reason or need for learning the targeted concepts, skills</p>	<p>Link past learning to the days learning Read a stated objective for the lesson See or hear what they will be able to do at the end of the day Explain how this lesson relates to what they need to learn Watch videos, Participate in activities Make something</p>
<p>2. Teach the content or skill Model Think aloud</p>	<p>Explains specific concepts & skills Provides examples of the concept and skills Models the concepts and skills “Thinks aloud” about what she is doing as she models Breaks tasks into smaller sub skills and focuses on one or two at a time Avoids double negatives and passive tense during instruction Starts with simple tasks and gradually makes it more complex Breaks information/skills into parts and then synthesized parts to whole Shows what a finished product will look like</p>	<p>Read, write, or say answers to C & S questions Ask questions to further understanding See concrete examples Read</p>

Factor	Teacher Says/Does	Students Say/Do
<p>3. Provide guided practice and Corrective feedback Moderate difficulty Provide feedback Use a variety of questioning strategies</p>	<p>Leads the students through the steps necessary to perform the skill Gives directions that are clear and limited to no more than three actions. Completes part of the task for the students Provides cue cards Does only one or two steps at a time Anticipates errors and areas of difficulty; has supplemental prompts/ lessons ready Provides opportunity to practice new C & S Closely supervises students as they work on content and skills. Gives student time to talk about what they are learning and doing. Provides opportunity to practice previously learned content & skills Gives specific feedback to students about what they are doing related to the targeted skills: i.e., tells students what is correct/wrong and why</p>	<p>Use manipulatives, materials to apply skills and concepts Sees, hears, does the steps in the skill Answer teacher questions Explain processes or skills Work a problem or use a skill on materials similar to the one being modeled Follow instructions appropriately Demonstrate understanding of the teacher's instruction Complete guided practice assignments Uses checklists Works with other students in different sized groups</p>
<p>4. Check for Understanding</p>	<p>Probes students as to their understanding of content & skills (C & S) Asks for responses individually, chorally and privately Gives short, frequent quizzes on new C & S</p>	<p>Review homework and ask for clarification Review the past lesson or learning explaining what they did and why Stay involved from beginning to the end of the instructional episode Explain the topic/focus of the instruction and the steps in the skill Complete quizzes or other assessments of their learning Generate examples and non-examples of a concept Use signaled answers: i.e., Thumbs up Respond chorally, individually and privately</p>
<p>5. Independent Practice Teach your partner</p>	<p>Provides opportunity and materials to practice in new situations or with other subjects or purposes. Provides daily reviews</p>	<p>Model for other students Demonstrate new skills in a small group Play games related to the C & S Use flash cards or other materials with a partner</p>
<p>6. Monitor for transfer and review if necessary</p>	<p>Observes for students' spontaneous use of the new C & S Provides reviews when needed</p>	<p>Use content and skills in new situations Explain why and how they are using the skills Ask for help if they have difficulty applying C & S</p>