



Instructional Practices that Make a Difference

Direct, Systematic, Explicit Instruction
– ***Guided Practice (Apply)***



Outcomes

You will have knowledge and skills to:

1. Define *Guided Practice* (Apply *thinking skills/practice*)
2. Provide examples of *Guided Practice*
3. Understand *Guided Practice* sufficiently to incorporate it into your lessons.



Lesson Cycle Used In Direct, Systematic, Explicit Instruction

- Anticipatory set (focus)
- Purpose (objective)
- Input
- Modeling (show)
- ***Guided Practice (follow me)***
- Checking for Understanding (CFU)
- Independent Practice
- Teach your partner
- Closure

Downloaded from:

<http://www.slideshare.net/bambam242/madeline-hunters-lesson-design-latest> 10/13/10



Review: Anticipatory Set/Focus (Access Prior Knowledge)

- A short activity or prompt that focuses the students' attention before the actual lesson begins.
- Links students' prior learning to new.
- Works best if its thought provoking, interesting, fun, or exciting.
- Links to the learning objectives and lesson purpose



Review: Anticipatory Set Is Followed by the Lesson Objective and Purpose (Set Learning Goal)

- Students will generally spend more time and effort, and consequently increase their learning if they know at the beginning of the lesson what they are going to learn and why it is important to them.



Review: Input (New Learning/information)

- This is the *direct instruction* part of the lesson. It can be as short as necessary as long as the main information is included.
- For example, a teacher might be able to teach a lesson on verbs by stating the fact that a verb is an action word and then providing one or two examples. This would be sufficient direct instruction before moving onto a guided instruction activity.



Essential Components of *Input* (*New Learning/information*)

1. **Introduce/explain** the concept or skill
2. **Model** it by demonstrating or giving examples(Show)
3. **Show in graphic form or demonstration** what the finished product looks like
4. **“Think out loud”** while you use the new knowledge or skill (i.e., talk out loud to yourself to show the students what you are thinking as you model)

Or - **IMST**



And, Now: *Guided Practice* (Applying)

Definition: A time when students do a task with the teacher helping and providing feedback at key points in the process.

Guided Practice can be either individual or cooperative learning activities.



Guided Practice

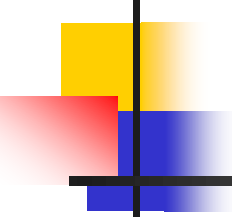
- **Teachers observe the students' level of mastery of the material in order to inform your future teaching**
- **Additionally, they provide focused support for individuals needing extra help to reach the learning goals**
- **They correct any mistakes they observe**



Important Concept

Regulate the difficulty during guided practice (scaffold) by:

- Starting with simple task and gradually make it more complex
- Completing part of the task for the student
- Providing cue cards
- Doing only one or two steps at a time
- Anticipating errors and areas of difficulty and have supplemental prompts and lessons ready



Guided Practice

Example #1:

After the teacher teaches and models how to use the web based Thesaurus, the students use *Thesaurus.com* to find synonyms for words that are over used.

- Teacher moves around the room observing students as they use the website
- Students add their words to the chart
- Teacher monitors students' progress as they work
- She redirects if needed

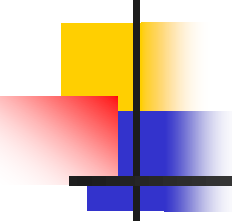


Guided Practice

Example #2:

After teaching a specific paragraph format the teacher provides opportunity to use it.

- Teacher gives each student an envelope with sentence strips that form a 5 sentence paragraph.
- Students arrange these in proper order and identify each sentence as a statement, an example/explanation, or a summary.
- Students read their paragraphs to the class or exchange envelopes and do another paragraph.
- Teacher corrects as needed



Guided Practice

Example #2 - cont'd:

Next,

- Students work with teacher to create a five-sentence paragraph
- Teacher records on OH as students provide sentences about a specific topic.
- Teacher provides feedback as students suggest sentence that are to fit the paragraph pattern.



Guided Practice Example #3

- Students split into pairs to work together on drawing.
- On a piece of paper, students draw a picture of plants, incorporating characteristics they learned about in this lesson (listed on board).
- On the other side of the paper, students draw a picture of animals, incorporating characteristics they learned about in this lesson (listed on board).
 - From:
http://k6educators.about.com/od/lessonplanheadquarters/g/guided_practice.htm



***Guided Practice:* What Teachers Do/Say**

1. Lead the student through the steps necessary to perform the skill.
2. Give directions that are clear and limited to no more than three actions.
3. Complete part of the task for the students
4. Provide cue cards
5. Do only one or two steps at a time
6. Anticipate errors and areas of difficulty: have supplemental prompts/lessons ready



Guided Practice: What Teachers Do/Say- Cont'd.

7. Closely supervise students as they work on content and skills.
8. Give student time to talk about what they are learning and doing.
9. Provide opportunity to practice previously learned content & skills
10. Offer specific feedback to students about what they are doing related to the targeted skills: **i.e**, tells students what is correct/wrong and why



Let's Watch a Teacher During Guided Practice

Refer to the list on the last 2 slides:

- What activities do you see/hear her doing?
- Go To: <http://vimeo.com/8862760>



After Watching a Teacher During Guided Practice

Think-pair-share

1. What did this teacher do well?
2. How would this “play” in your class?
3. How might you use this approach in your situation?



Guided Practice: What Students Do/Say

They:

1. Use manipulatives, materials to apply skills and concepts
2. See, hear, do the steps in the skill
3. Answer teacher questions
4. Explain processes or skills
5. Work a problem or use a skill on materials similar to the one being modeled



Guided Practice: What Students Do/Say - cont'd.

- 6. Follow instructions appropriately
- 7. Demonstrate understanding of the teacher's instruction
- 6. Complete guided practice assignments
- 7. Use checklists
- 8. Work with other students in different sized groups



Let's Observe Another Guided Practice Time

Refer to the list on the last 2 slides:

- What activities do you see/hear the students doing in this guided practice time?
- **Go to: <http://vimeo.com/8740784>**



Conversation

1. What did this teacher do well?
2. How would this “play” in your class?
3. What would you need to do so that it would work well for you and the students?



Guided Practice: Reflection

Questions to consider:

- 1. What thoughts about *Guided Practice* does this presentation bring?**
- 2. What challenges do you face to keep students engaged during the *Guided Practice* time?**
- 3. What strategies have you used/observed others using to meet these challenges?**



Pulling It All Together: *Guided Practice*

Think - Pair - Share

- What do I do **well** to provide ***Guided Practice*** in my classes?
- What challenges do I face in making Guided Practice interesting and effective?
 - What new strategies might work?
 - Who can I talk to about this?
 - What supports would help?
 - What materials/supplies do I need?
- Where should I start?



Think About Getting Support

- ✓ Walk-throughs and follow-up conversations using the *Instructional Flow Idea Chart*.
- ✓ Peer discussions
- ✓ Observations of other teachers
- ✓ Other?



Other Considerations

Ask Yourself:

“What structures, routines or strategies would be important to utilize if my Guided Practice is to be successful?”

CHAMPS:

Randy Sprick



Teaching Behavioral Expectations For Independent And Partner Work

C	Conversation	Can students talk to each other?
H	Help	How do students get questions answered?
A	Activity	What is the task or objective?
M	Movement	Can student move about?
P	Participation	What does the behavior look and sound like?
S	Success	This will lead to student success



Voice Level

0 = No Sound/No talking

1 = Whisper (no vocal chords)

2 = Quiet conversational voice (1 person can hear you.)

3 = Presentational voice (An entire class can hear you.)

4 = Outside voice (You can be heard across a playing field.)



Teach Your Expectations

(High Structure)

- **Tell students the type of activity that is coming next.**
- **Tell students what you expect and show them CHAMPS.**
- **Model the behaviors you expect, emphasizing “participation”.**
- **Have some students demonstrate the expectations.**
- **Model some things not to do.**



Teach Expectations

(Medium Structure)

- **Tell the students the type of activity that is coming next.**
- **Tell students what you expect and show a T-chart**
- **Model the behaviors you want to see.**

Teach Your Partner

1. Teacher provides information in short segments, then pauses
2. Teacher directs students to teach their partner when signaled
3. Students explain the learning as modeled by the teacher
4. Teacher gives signal for students to stop and redirect attention to the teacher

Choral Response

1. Teacher gives prompt or question.
2. On signal, students respond in unison.

Engagement Strategies

Response Cards

1. Teacher gives prompt or question.
2. Students show their respond by using preprinted cards. Ex.
True/False; Yes/No;
Noun/Verb/Adverb/Adjective;
Vertebrate/Invertebrate
3. Teacher checks for correct responses. Explain answer if there are errors.

Engagement Strategies

Think-Write-Pair-Share

1. Teacher gives prompt or question.
2. Students write a response.
3. Pairs share their answers.
4. Pairs add to or correct responses.
5. Teacher calls on pairs to share answers with class.

Response Slates

1. Teacher gives prompt or question.
2. Students jot response.
3. On signal, students display their response.

Ex. “List 2 synonyms for _____.”
“Solve this problem: square root of 84”

Engagement Strategies

Say Something

1. In pairs, students read a “chunk” of information silently, i.e. a paragraph
2. Partners look at each other to signal they are finished reading
3. Each partner says something:
 - Summary statement
 - Connection or Example
 - Key Idea
 - Question
4. Repeat the pattern until all chunks are completed



Go for It!

If you are successful, you
enjoy what you do.

If you enjoy what you do, you
will never work another day
in your life.

Confucius