



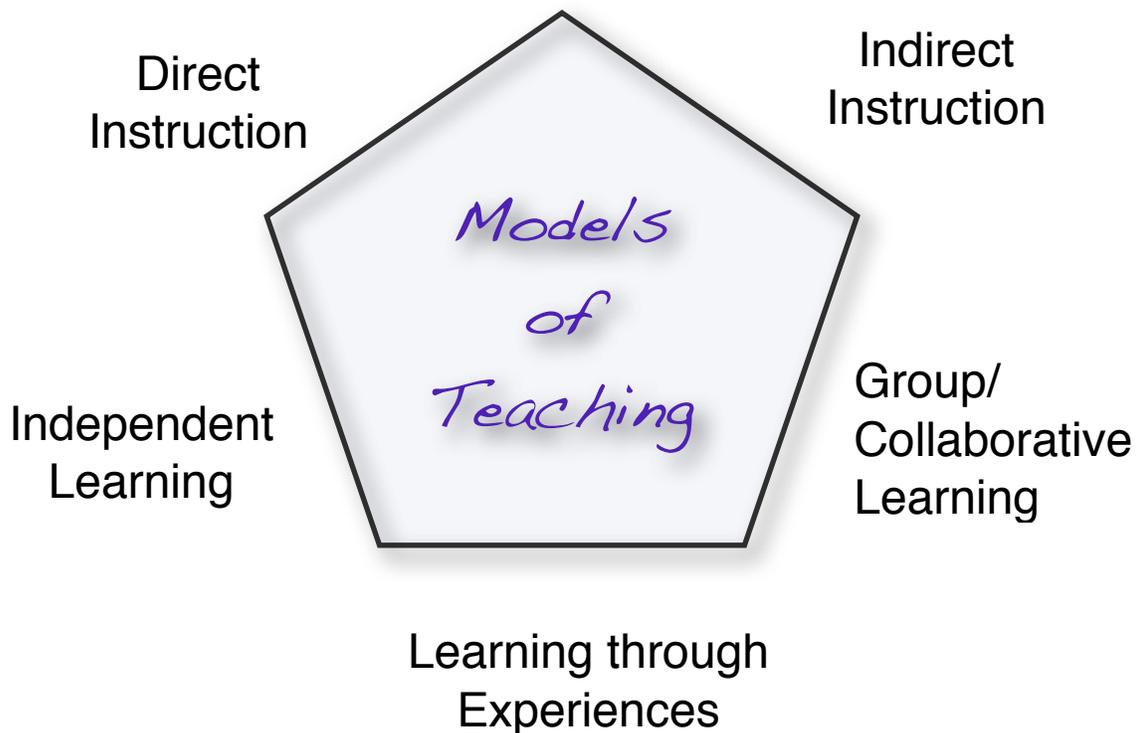
The goal of teaching is to ***make learning possible***.

The teaching ***method*** is the way in which teachers communicate information to pupils - a ***way*** of teaching in order to make that learning possible.

There are many methods of teaching, but not all methods are equally effective all the time. As teachers, we are discovering that pupils learn in different ways, and, in just one classroom there are a variety of levels of skills, abilities, readiness, and interests. In addition, each teacher has different strengths, interests, and style.

To further complicate it, learning goals/objectives across the curriculum require the use of various methods of instruction. The effective teacher is the one who can adjust his/her way of teaching for the needs of the pupils, the lesson, and the situation. This requires the teacher to be able to teach in different ways.

There are five basic methods of teaching. They are called '**Models of Teaching**'.



A Direct Instruction Model

- 1. Anticipatory Activity:** An activity which gets students motivated, curious or excited about the concept or skill. (For example: a visit by a guest, a hands-on-of-the-real-thing activity, a recall question which asks children to remember an experience common to all the children, a short story, a picture, etc.)
- 2. Learning Objective:** Share with the students **a.** The knowledge, concept or skill the children are to learn. **b.** The standard of performance expected of the students. **c.** Is the information new or is it connected with prior learning.
- 3. Purpose or Rationale:** Share with the students HOW, WHERE and WHY this concept or skill is important.
- 4. The Instruction:** The teacher teaches the lesson and makes the skill or concept meaningful, useful and memorable. (For example: a demonstration, a structured discovery, a set of questions for discussion, a book, a lecture using a hands-on-of-the-real-thing, etc.)
- 5. Modeling:** *"I DO IT"* The teacher uses the material that has been presented to show examples of what the children need to do and how to do it. (For example: Use the skill or concept in a new setting, label, categorize, compare, problem-solve, summarize, create, etc.)
- 6. Check for Understanding:** During the modeling ask questions to check the student's understanding. Allow plenty of think time for individual responses. Also, use collaborative response activities such as "think-pair-share" or "check with a partner".
- 7. Guided Practice:** *"WE DO IT"* The children practice the concept or skill individually or in pairs while the teacher circulates and checks for accuracy and re-teaches when necessary.
- 8. Independent Practice:** *"YOU DO IT"* Once the students have mastered the skill and are able to use it independently, give the children repeated activities that will allow them to practice the skill in real life situations
- 9. Closure:** Summarize the learning in a way that causes the students to reflect on the learning and make sense out of it in their own minds. (This can be done after both Guided Practice and after Independent Practice).

A Direct Instruction Model

Anticipatory Activity:

Gets students motivated, curious, excited.

Learning Objective:

1. Knowledge, concept or skill to learn
2. Standard of performance

Purpose/Rationale:

HOW, WHERE, WHY this concept is important

The Instruction:

What prior learning do they need?
What are the parts, order, and strategies of the lesson?

Modeling: (*I DO IT*)

Whole class activity
- students use the knowledge or skill.

Check for Understanding:

Ask questions to check students' understanding.

Guided Practice: (*WE DO IT*)

Students practice while teacher checks for accuracy

Independent Practice: (*YOU DO IT*)

Students practice independently.

Closure:

Summary