

# Instructional Strategies

## Use Organizers to Introduce and Conclude Lessons

- Use blackboard or overhead projector to state objectives of lesson or activity.
- Use visual aids to guide students through the lesson.
- Summarize main points at the end of the lesson.

## Use Prompts

- Make transitions clear and let students know what is coming next.
- Teach transition vocabulary.

## Graphic Organizers

- Use graphic organizers to chart student comprehension.
  - Time lines
  - Diagrams
  - Flowcharts
  - Pyramid designs
  - Cartoons
  - Pictures
  - Advance organizers
  - Herringbone charts
  - Webs
  - Chapter maps

See *The Reading Teacher's Book of Lists*

## Concept Maps

- Alternative to note taking or outlining.
- Students think about content and organize it in a meaningful way to them.
- Improves students' ability to categorize, organize and integrate new information.
- Whole to parts
- Time on task improves student retention of material.
- Gives the teacher a chance to see and discuss students' thought process as shown through drawing and linking of map.
- Demonstrates new areas of learning or misunderstanding of new material.

(Haskel, 2000 p. 3)

Use Center for Urban Education's *Organizing to Learn = Learning to Organize*

[http://www.to.utwente.nl/user/ism/lanzing/cm\\_home.htm](http://www.to.utwente.nl/user/ism/lanzing/cm_home.htm)

## Review listening skills

- Teach listening skills.
  - **See, Say and Repeat:** Include visual support along with your verbal directions and then have a student explain the directions in his own words.
  - **The Last Word:** During an oral direction, stop near the end of the directions and have the students predict the last word or phrase. (Choate, 2000 p. 63)
  - **Misfits:** Read a short passage to students. In each selection, include 1-2 humorous, almost logical, and/or socially inept elements that are inappropriate. Have students identify and explain the misfits. This activity can be used to provide enjoyable listening experiences, build context skills and shape social skills.
  - **Listen and Sum:** Routinely have students briefly retell in their own words what you read aloud or say. This strategy increases attention, reinforces content, builds important

summarizing skills, and provides a second chance for students to hear and to check their understanding.

- **5 R's:** Check that I **R**eally understand. **R**elate the information to something I already know. **R**eplay what I understand so far if that helps. **R**eorganize the known and identify the gaps. Consult a **R**esource or ask for help.

*(Choate, 2000 p. 117)*

- Encourage student to summarize and repeat in own words.
- Use checklist to help student self-regulate attention and behavior.

## Memory Building

- Teach students how to organize and associate information.
- Use concrete examples, pictures and imagery to make a point.
- Increase meaningfulness i.e., if teaching about the scientific process do an experiment using the scientific process.
- Have student repeat information after hearing it or reading it.
- Teach students to visualize concept in order to better understand and memorize.
- Break down information into smaller parts.

*(Mastropieri and Scruggs p. 330)*

See *The Reading Teacher's Book of Lists*

## Mnemonics

- Use mnemonic devices to remember information.
- Have students create their own mnemonic strategies.
- Improves student study skills.
- **HOMES** Great Lakes = Lake **H**uron, Lake **O**ntario, Lake **M**ichigan, Lake **E**rie and Lake **S**uperior
- **ROY G BIV** = Colors of the rainbow **R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo and **V**iolet

See *The Reading Teacher's Book of Lists*

[www.premiumhealth.com/memory](http://www.premiumhealth.com/memory)

## Study Guides

- Lists major concepts to be covered with space for student to add notes
- Improves organization
- Improves memory
- Improves note taking skills
- Improves study skills

See *The Reading Teacher's Book of Lists*

## Improving Study Skills

- Discuss study skills strategies as you are teaching.
- Discuss self-monitoring strategies.
- Teach students to stop and summarize information into their own words.
- Use a written checklist for student to review study skills.
  - **The 5 R's:**
  - Check that I **R**eally understand.
  - **R**elate the information to something I already know.
  - **R**eplay what I understand so far to see if that helps.
  - **R**eorganize the known and identify the gaps.
  - Consult a **R**esource or ask for help.

*(Choate, 2000 p.117).*

<http://www.howtostudy.com/topten.htm>

<http://search.ed.gov/free/results.html?col=free&qc=0&qp=&lk=1&qt=STUDY+SKILLS>

## Develop Note-taking skills

- Give student a note-taking format to follow.
- Use prompts to let students know what is important.
- Teach how to abbreviate and to write quickly and legibly.
- Use abbreviation list in *The Reading Teacher's Book of Lists*.
- Emphasize how important it is to review notes and fill in any information that is missing after class.
- Correct spelling after class.
- Use a tape recorder.
- Share notes with a peer tutor.
- Teach "The 3 and 5 R's" Strategies:

### The 3 R's:

- Review previous lecture notes and materials before class.
- Read materials for class before class.
- Relate the lecture topics to other known information.

### The 5 R's:

- Record important facts and details.
- Reduce notes to short phrases.
- Recite the important information in your own words.
- Reflect on the notes and add any other important information.
- Review all notes and information.

*(Mastropieri and Scruggs 2000 p. 358)*

- The LINKS strategy:
  - Step One: Listen for key cues from the teacher.
    - Listen
    - Identify cues
    - Note
    - Key words
    - Stack information into outline form

#### Step Two

- Write words, not complete sentences.
- Abbreviate words.
- Do not use any punctuation.
- Draw a line through an error rather than erase.
- Allow extra space to add more information.
- Use synonyms.

*(Mastropieri and Scruggs 2000, p. 356)*

<http://cuip.uchicago.edu/www4teach/98/teams/Peerpals/home.htm>

<http://www.ucc.vt.edu/stdysk/cornell.html>

## Reading Strategies

Use *Reading with Structure* from The Center for Urban Education.

## Reading Strategies for Textbooks

- Describe how textbooks are organized and how to find specific information.
- Use a graphic organizer and checklist to help student with this process.

## Modifications

- Use materials of different reading levels.
- Modify length, time, or difficulty of assignment and assessment.
- Give the student a chance to redo assignments.
- Give the student the opportunity to choose test format. (i.e. written or oral).

- Break down concepts and important points that lead to the "big idea".
- What are the essential concepts students need to know? What are the basic steps to get there?
- Place practice work in student review area of the classroom.
- Use educational software for student review.

## **Homework**

- Homework should be a review of the day's work.
- Have examples for student to follow.
- Modify for length, time or difficulty.

## **Spelling**

- Use multiple strategies to teach spelling.
- See Spelling Styles Chart.
- Play spelling games.
- Use mnemonic strategies to teach spelling:
  - **Look, Say and See**
  - Look at the word, say it, and see it in your mind.
  - Copy the word;
  - Look, say and see;
  - Write the word without looking;
  - Check, look, say and see;
  - Write the word without looking.

*(Choate, 2000 p. 229)*

See *The Reading Teacher's Book of Lists*

## **Vocabulary Building**

- Use *Meet the Vocabulary Challenge* handbook from the Center for Urban Education.

## **Learning Centers for Student Review**

- Provide an area to promote independent student learning.