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

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 Really understand. Relate the information to something I already know. Replay what I understand so far if that helps. Reorganize the known and identify the gaps. Consult a Resource 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 Huron, Lake Ontario, Lake Michigan, Lake Erie and Lake Superior
- **ROY G BIV** = Colors of the rainbow Red, Orange, Yellow, Green, Blue, Indigo and Violet

See *The Reading Teacher’s Book of Lists*

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 Really understand.
  - Relate the information to something I already know.
  - Replay what I understand so far to see if that helps.
  - Reorganize the known and identify the gaps.
  - Consult a Resource or ask for help.

(Choate, 2000 p.117).

http://www.howtostudy.com/topten.htm
Develop Note-taking skills

- Give students 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 students with this process.

Modifications

- Use materials of different reading levels.
- Modify length, time, or difficulty of assignment and assessment.
- Give students a chance to redo assignments.
- Give students 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:
  o **Look, Say and See**
  o Look at the word, say it, and see it in your mind.
  o Copy the word;
  o Look, say and see;
  o Write the word without looking;
  o Check, look, say and see;
  o 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.