

Steps for New American Learnture

Prepare	Present	Process
<p>Step #1 Make a decision. What's your purpose? What do you want your students to be able to do with the information that you are presenting?</p> <p>Step #2 Plan for how you will "hook" it to something they already know. How will you make it relevant to them?</p> <p>Step #3 Select a graphic organizer that would help them visualize the relationship or the pattern. (i.e. target, Venn diagram, spectrum, time line, web, matrix, sequence chart, pie chart, ranking ladder, mind map, fishbone, agree/disagree chart). Source of ideas for visuals <i>Think Tank I & II</i> by Skylight Publishing.</p> <p>Step #4 Design questions from 4 categories that will help bring closure and move the learning to long term memory? (See Process column for categories)</p>	<p>Use It!</p>	<p>List ? s that will be asked about the material.</p> <p>4.1 *Mastery (?s which ask students to remember and recall.)</p> <p>4.2 *Understanding (?s which ask students to compare, contrast, and hypothesize.)</p> <p>4.3 *Synthesis (?s which ask students to develop metaphors, draw symbols or ask "What if...?").</p> <p>4.4 *Involvement (?s which ask students to build bridges between their personal experience and the content.)</p>

Helpful verbs from Bloom's Taxonomy to use when the process section questions:

<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
know define memorize repeat record list recall name relate	restate discuss describe recognize explain express identify locate report	translate exhibit interpret apply use demonstrate dramatize practice illustrate	analyze differentiate experiment compare contrast scrutinize probe investigate discover inquire detect	compose plan propose produce invent develop design formulate arrange assemble collect	judge decide appraise evaluate rate compare value revise conclude select criticize

Adapted from "Teaching Styles and Strategies Interventions to Erich Instructional Decision-Making" 1996, Silver, Strong and Associates.