

Getting them to remember - teaching students to recall literacy and numeracy concepts and skills through the use of fast paced Daily Reviews and Engagement Norms

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ECU **LDA**
An Association of teachers and other professionals dedicated to assisting students with learning difficulties

Learning Intention

- To explain the function of Daily Review, Engagement Norms and TAPPLE to support recall and student engagement.

Success Criteria

- You can identify the features of Daily Review.
- After viewing Brooke, Jordan and Jared you can identify Engagement Norms and TAPPLE.
- You can explain the relationship between long term memory, automaticity and learning.

Setting and articulating your learning objectives and how you and the student will know whether they have been achieved is central to an explicit approach.



Part 1: The challenge of group instruction

How many students are in your class?

Instruction more than one student, be it an entire class or a small group, presents five simultaneous challenges:

1. maintain students' attention
2. give each student sufficient opportunities to respond
3. provide individualised feedback for students' responses
4. monitor each students' learning
5. prevent and deal with disruptive behaviour (Twyman & Heward, 2016, p. 1).

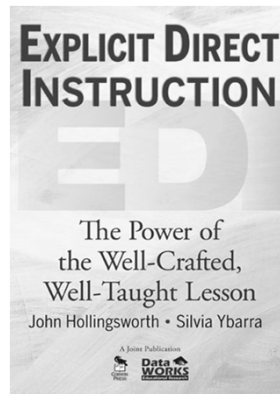


Twyman, J. S., & Heward, W. L. (2016). How to improve student learning in every classroom now. *International Journal of Educational Research*. <http://dx.doi.org/10.1016/j.ijer.2016.05.007>

Meeting these challenges is so demanding that when students simply pay attention (e.g., look at the teacher, the board, or lesson materials; watch a peer respond) and do not misbehave, **it is taken as evidence of a successful lesson.**



Part 2: Explicit Instruction



Explicit instruction is instruction that is **concrete** and **visible**. The teacher **explains** new concepts and strategies in **clear and concise language**. Explicit instruction involves **modeling** and explaining concepts and skills using **many examples**. Teachers provide a **high level of support** as students **practice** and apply newly learned concepts.



Continuum of Instruction

Explicit Instruction

Fully guided instruction, structure, scaffolding and practice.

What's the most effective and efficient way to teach students how to...

Discovery Learning / Student-Centred / Constructivism

Discovery, inquiry and students constructing essential information with minimal guidance.

What activities can I provide so that students will come to their own understanding of how to....



Read and spell words
Calculate the area of a rectangle
Write simple/compound/complex sentences
Explain the significance of an individual, group or event on the Federation of Australia
Identify the use of six artistic processes and techniques in examples of art.



Explicit Instruction Model

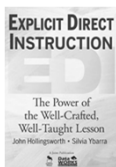
Daily Review + Explicit Instruction Lesson

Beginning of the session
5-10 minutes.



Lesson Design
& Lesson Delivery

Remainder of the session and subsequent sessions.



Daily Review

In the *Handbook of Research on Teaching*, researchers Rosenshine and Stevens (1986) synthesized all studies into a list of teacher behaviours that characterize well-structured lessons, the first was "daily review of previously learned material".



"Daily review, Consolidation, Warm-Up"... whatever you call it, it's a gamechanger.

Daily Review

Practice, consolidation and automaticity of knowledge, skills and strategies from short term to long term memory.

Recite
Recall
Apply
+ **Pace**

Rehearsal of knowledge, skills and strategies from required in next lesson.

Learning is a change in long-term memory

"The aim of all instruction is to alter long-term memory. If nothing has changed to long-term memory, nothing has been learned" (2006, p. 77).



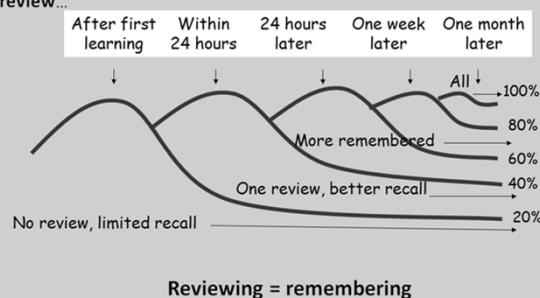
Kirschner, P., Sweller, J. & Clarke, R.E. (2006). Why minimal guidance during instruction does not work: an analysis of the failure of constructivist, discovery, problem based, experiential, and inquiry based teaching. *Educational Psychologist*, 41, (2), 75-86

A minimum of **24 repetitions** is needed to take information to long term permanent memory (Allard, 2007)



The Forgetting Curve

If you review...



What did you see?

Brooke: Synonyms are.... (Teach something first)
Children: repeat definition
Brooke: gives examples for "happy"
Children: call out a synonym for "happy" (All respond)
Brooke: asks individual children and put it in a sentence (Independent Practice)



$$\begin{array}{r} 54 \\ \times 32 \\ \hline \end{array}$$

How would you teach your partner to solve this?

What elements of Explicit Instruction are present in that video?

Obvious

- Self-verbalisation
- Choral responses
- Multiple opportunities for practice
- Whole class
 - This is above year level work for these students, yet they all receive the same instruction.



Less Obvious

- Students have been taught to do this. They are transferring this to LT memory
- Sub-skills were taught and mastered in isolation before this concept was taught
 - Multiplication & addition facts
 - Addition algorithm
 - Multiplying two by one-digit without regrouping
 - Multiplying two by one-digit with regrouping
 - Multiplying single digit numbers by multiples of ten
 - Multiplying two-digit numbers by multiples of ten

However, this is what teachers typically think a Daily Review is



3-2-1 Mugshot Hashtag wipeout

What do we mean by Explicit Instruction?

Regularly Checking for Understanding: means the teacher can adapt their teaching in relation to how students are learning *while* they are teaching.

- Mini-whiteboards
- Questioning



Lesson Delivery

Any questions?



- Assumes that students feel brave enough to ask
- Assumes that students can put into words what they don't know
- Assumes that students know they don't know something



Daily Review - Reading and Spelling

Could include:

- Phonological awareness (particularly isolating phonemes, short and long vowels)
- Syllabification
- Read and spell high frequency words to automaticity
- Vocabulary
- Phonics: short/long vowels, digraphs
- Spelling, punctuation, grammar rules
- Non-word decoding practice
- Passage reading and comprehension strategies

Spelling is
~~diffecolt~~
~~challeng~~
hard.

Daily Review - Maths

Could include:

- Tables
- Number facts, Fractions, Counting in 2s, 3s, 5s, 10s, 100s
- Processes - adding, subtracting, multiplication and division.
- Time – reading clocks, days, months, years, calendar work
- Shapes – 2D, 3D
- Metric conversions
- Vocabulary
- Converting word problems to numbers and vice versa



Daily Review

Could include:

In any learning area:

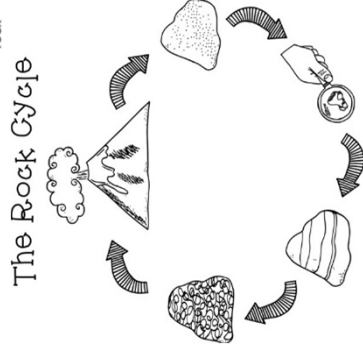
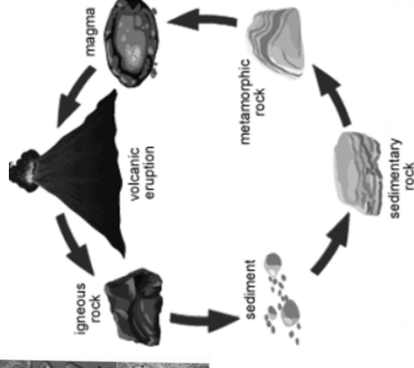
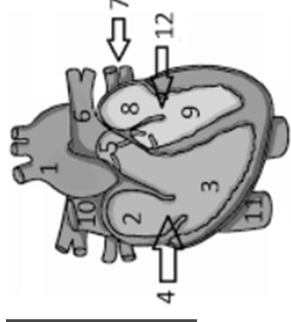
- Vocabulary - revise subject specific words
- Read and spell subject specific words to automaticity
- Knowledge, strategies or rules you have taught or students have previously learned that they must draw upon to undertake higher order tasks (times tables, formula, terminology etc)

Science- Periodic Table, Explain the difference between sedimentary, igneous and metamorphic rocks, label a diagram.

English - Spelling, punctuation, grammar rules, literary terms, quotes, text types, identifying genre, passage reading and comprehension strategies

Hammond (2017) Successful Learning

Conference



I have always depended on
the kindness of
strangers

A STREETCAR NAMED DESIRE
TENNESSEE WILLIAMS

Explicit Direct Instruction: Lesson Delivery

Checking for understanding – verify students are learning while you're teaching

DataWORKS Student
ENGAGEMENT NORMS

- **Pronounce With Me**
- **Track With Me**
- **Read With Me**
- **Gesture With Me**
- **Pair-Share**
 $A \rightarrow B, B \rightarrow A$
- **Attention Signal**
Eyes Front, Back Straight
- **Whiteboards**
Chin-it
- **Complete Sentences**
Public Voice, Academic Vocabulary

- ✓ Helps students read new words
- ✓ Support students with pronunciation
- ✓ Store information in multiple ways
- ✓ Process new information to understand
- ✓ Refocus students during the lesson
- ✓ Check that all students are understanding.

DataWORKS
Educational Research
www.dataworks-ed.com

(2017) Successful Learner
Conference

Pronounce with Me, Track With Me, Read With Me: Ensure students are engaged by directing them to track with you while you read, read chorally as you read, and repeat what you've said so they can practice using vocabulary.

Gesture With Me: Use meaningful gestures wherever appropriate and possible to enhance and support cognitive understanding.

Pair-Share: Establish partners and make sure to direct students to share information equally with each other.

Attention Signal: To save valuable teaching time, use an attention signal to gain the attention of the entire class at once, like, Teacher: "1-2", Students: "eyes on you".

White Boards: Use them not just for yes or no answers but with Higher-Order Checking for Understanding Questions. Teachers can see all the answers at once and either move forward or reteach.

Complete Sentences: Require students to answer questions in complete sentences using the lesson's vocabulary. Students can be prompted with sentence frames.



Checking for Understanding *TAPPLE* Rubric

Checking for Understanding
Verify Students Are Learning
While You're Teaching!



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Educational Research

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Teach first
before you ask the question (equal opportunity)

Ask a specific question
about what you just taught (no opinions)

Pause, Pair-Share, and Point
Wait 3-5 seconds or up to 8-10 seconds (complete sentences)

Pick a Non-Volunteer
to measure if everyone is learning

Listen to the Response
to make a decision

Effective Feedback
Echo if correct, Elaborate if tentative,
or Explain if incorrect

All posters can be downloaded from <http://dataworks-ed.com/resources/>
10/17/15, 10:17 PM
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