

SECTION 11: PRACTICE SESSIONS



Administrator Leadership Institute
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Calendar for Full Implementation of Direct Instruction (DI)

[illegible]

★ EXERCISE 6 Same

1. Two of these elephants are wearing the same thing.

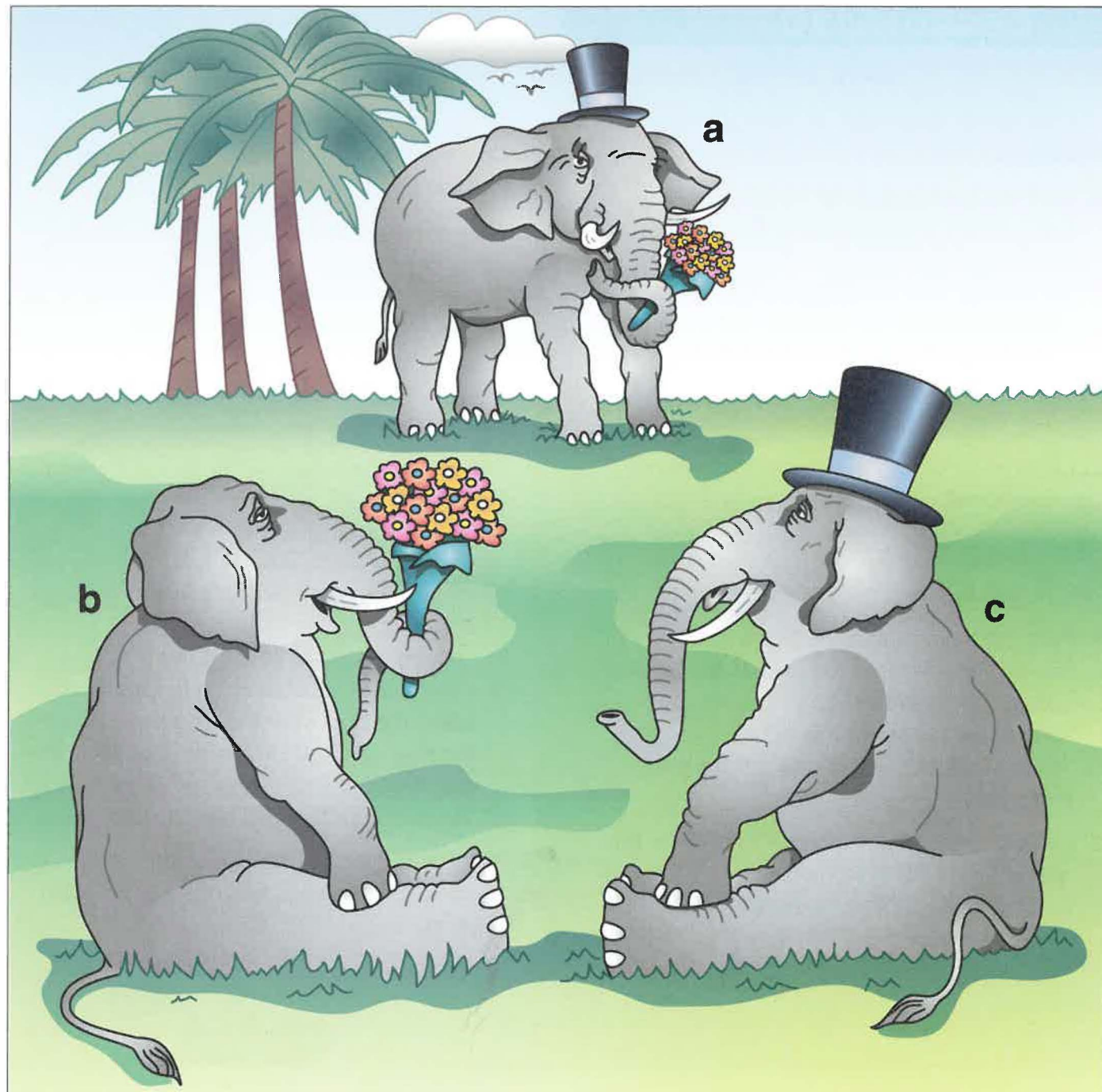
- (Point to a.)
What is this elephant wearing? (Touch.)
A hat.
- (Point to c.)
What is this elephant wearing? (Touch.)
A hat.
- Everybody, what are they wearing that's the same? (Touch.) A hat.
So why are these elephants the same? (Touch.) Because they're wearing hats.
- Say the whole thing about why these elephants are the same. (Signal.) These elephants are the same because they're wearing hats.

2. Two of these elephants are holding the same thing.

- (Point to a and b.)
These animals are holding the same thing.
- (Point to a.)
What is this elephant holding? (Touch.)
Flowers.
- (Point to b.)
What is this elephant holding? (Touch.)
Flowers.
- Everybody, what are they holding that's the same? (Touch.) Flowers.
So why are these elephants the same? (Touch.) Because they are holding flowers.
- Say the whole thing about why these elephants are the same. (Signal.) These elephants are the same because they're holding flowers.

3. Two of these elephants are doing the same thing.

- (Call on a child.) Point to those elephants.
Everybody, what are they doing that's the same? (Signal.) Sitting.



- (Point to b and c.)
Everybody, what are they doing? (Touch.)
Sitting.
So why are these elephants the same? (Touch.) Because they're sitting.

- Say the whole thing about why these elephants are the same. (Signal.) These elephants are the same because they're sitting.

4. (Repeat the exercise until all children's responses are firm.)

EXERCISE 5 Same

1. Some of these goats are wearing something that is the same.

- (Point to b and c.)

Everybody, what are they wearing that is the same? (Touch.) *Shirts.*

So why are these goats the same? (Touch.)

Because they are wearing shirts.

- Say the whole thing about why these goats are the same. (Signal.) *These goats are the same because they are wearing shirts.*
- (Repeat part 1 until all children's responses are firm.)

2. Some of these goats are eating something that is the same.

- (Point to a and b.)

Everybody, what are they eating that is the same? (Touch.) *Flowers.*

So why are these goats the same? (Touch.)

Because they are eating flowers.

- Say the whole thing about why these goats are the same. (Signal.) *These goats are the same because they are eating flowers.*
- (Repeat part 2 until all children's responses are firm.)

3. Some of these goats have the same kind of marks on their bodies.

- (Point to a and c.)

Everybody, what marks do they have that are the same? (Touch.) *Spots.*

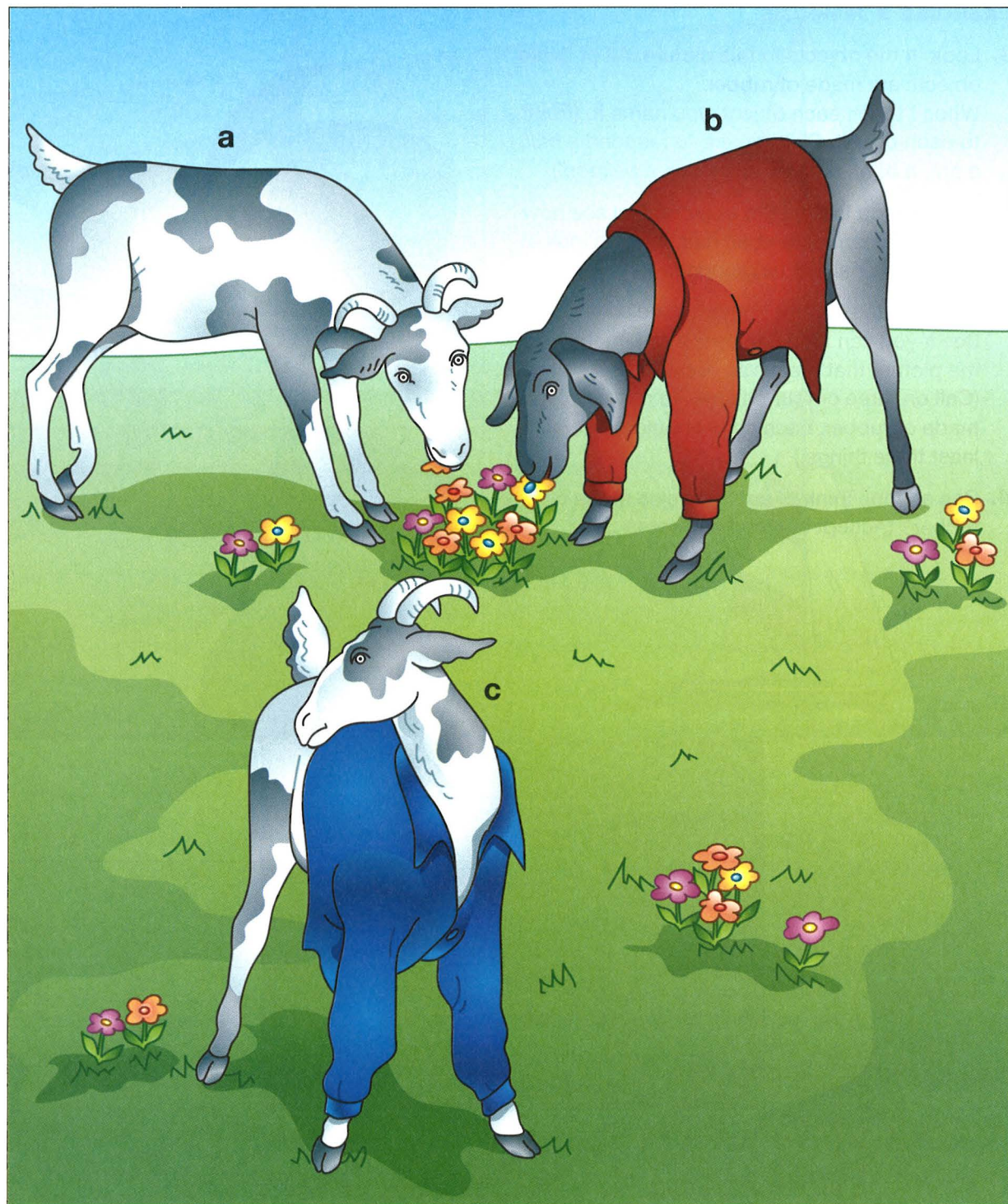
So why are these goats the same? (Touch.)

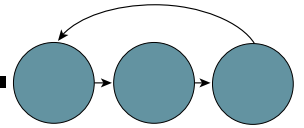
Because they have spots.

- Say the whole thing about why these goats are the same. (Signal.) *These goats are the same because they have spots.*
- (Repeat part 3 until all children's responses are firm.)

Individual Turns

(Repeat the exercise, calling on different children for each step.)





What is a format?

(from *Decoding B1, Teacher's Guide*, page 13)

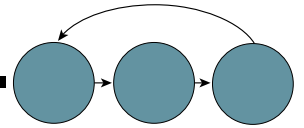
A format is an exercise set up in a specific form. Just by replacing the examples (i.e., content), we can create many other exercises that follow the same format and that would be presented in the same way.

Format exercises have two advantages:

1. They are easy to present because teacher behavior in the basic steps remains the same for all examples in a given format.
2. They are easy for students to comprehend because the directions and wording are the same for all examples of a particular format.

Implications for Teacher Skill Development:

If teachers can master the presentation and correction skills needed for one exercise, they will require less time and effort to master the presentation and correction skills needed for other exercises that utilize the same format. *Practice sessions will have a more positive effect on student performance if teachers master earlier formats that appear in later exercises.*



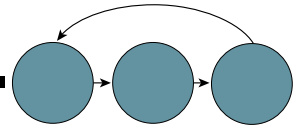
Practice Sessions Rationale

Practice sessions allow instructors to:

- ◆ Gain skills & fluency in delivering lessons
- ◆ Solve problems with presentation that impede student progress
- ◆ Receive continuous training in format delivery and error corrections throughout the school year

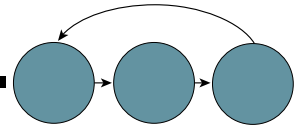
Practice sessions are:

- ◆ Frequent (2-3 times per week) during the first 2 months of school for first-year sites
- ◆ Less frequent (1 time per week) later in the year as well as in continuing sites.
- ◆ Held before/after school or on a professional development day
- ◆ Conducted with all instructors
- ◆ Set up with instructors in groups of 2 or 3 to practice



Focus for Practice Sessions

- ◆ Practicing tomorrow's lesson
- ◆ Addressing difficulty with specific formats
- ◆ Previewing/practicing new formats
- ◆ Signaling
- ◆ Pacing
- ◆ Transitions from exercise to exercise
- ◆ Providing individual tests
- ◆ Teaching to mastery – corrections
- ◆ Providing sufficient think time



Practice Session Structure

		30 min. session	60 min. session
Part 1: Large Group	Model of correct execution of formats and procedures	7 min.	15 min.
Part 2: Small Group	Teacher rehearsal of upcoming formats and procedures	18 min.	35 min.
Part 3: Large Group	Questions and answers	5 min.	10 min.