

# EXPLICIT INSTRUCTION

## INSTRUCTIONAL ROUTINES FOR MAXIMIZING STUDENT RESPONSE AND ENGAGEMENT

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**Purpose:** Increase student responses and engagement during all phases of instruction.

<p><b>INTRODUCTION</b></p> <p><b>TEACHING STRATEGY: FOCUS &amp; THINK TIME</b></p>	<p><b>Engage students when introducing topics or explaining directions.</b></p> <p>A. Students look at teacher, board or point at key words in book during introduction.</p> <p>B. State topic. Students repeat.</p> <p>C. Teacher presents key information. Students explain key aspects to partners.</p> <p>D. Script think time – given</p>	<p style="text-align: center;"><b>EXAMPLE</b></p> <p>A. “Look/point to <u>(title/paragraph/word)</u> on p. ___”</p> <p>B. “Today we are reviewing the central nervous system” “What is our topic?” (choral response)</p> <p>C. Teacher presents key information. “Partners, briefly discuss what you remember about the central nervous system”</p> <p>D. Ask question. Pause 3-5 seconds. “What’s the answer?” (Signal).</p>
<p><b>RESPONSES</b></p> <p><b>TEACHING STRATEGY: SIGNALS</b></p>	<p><b>Students actively engaged/respond during all phases of instruction.</b></p> <p>A. Students respond chorally when responses require short responses or,</p> <p>B. Students respond to a partner during expanded responses</p>	<p>A. “As you will recall, there are sensory nerves and motor nerves. <u>Sensory nerves</u> carry messages <u>to the brain</u> and <u>motor nerves</u> carry messages <u>from the brain</u>. Everybody, sensory nerves carry messages where?” (choral response). Everybody, motor nerves carry messages where? (choral response)</p> <p>B. “Partner A, explain to Partner B what sensory nerves do, partner B listen for accuracy” “Partner B, explain to Partner A what motor nerves do, partner B listen for accuracy”</p>
<p><b>MASTERY TEACHING</b></p> <p><b>TEACHING STRATEGY: INDIVIDUAL TURNS &amp; CORRECTION PROCEDURE</b></p>	<p><b>A. Students are called on for individual responses.</b> Call on students in an unpredictable order with student name last.</p> <ul style="list-style-type: none"> <li>✓ Ensure students understand</li> <li>✓ Opportunity to check mastery of students who may struggle</li> <li>✓ Sends message all students must be engaged and ready to respond at all times</li> </ul> <p><b>B. Inaccurate responses are immediately corrected using “My turn” or “It is...” format. Follow all errors with a delayed test before ending the lesson.</b></p>	<p>A. Group then individual response:</p> <ol style="list-style-type: none"> <li>1. “I’ll name different messages, you tell me if each messages goes <b>to</b> the brain or <b>from</b> the brain – your foot hurts. Everybody...” (Choral response)</li> <li>2. “So is it a sensory nerve or a motor nerve? Everybody...”</li> <li>3. Repeat for several examples.</li> <li>4. “Individual turns. Be ready for me to call on you. Your stomach hurts. Is it a sensory nerve or motor nerve? Maria?”</li> </ol> <p>B. Group or individual student responds incorrectly: “My turn. If your stomach hurts the message goes <b>to</b> the brain. It is a sensory nerve. Everybody, what kind of nerve is it if your stomach hurts?” (Choral response)</p>
<p><b>EXPANDED RESPONSES</b></p> <p><b>TEACHING STRATEGY: VERIFICATION &amp; EXTENSION</b></p>	<p><b>A. Check Students’ Understanding</b></p> <p>Option 1: Deep processing questions Option 2: Examples/Non-examples Option 3: Students generate examples Option 4: Sentence starter</p> <p><b>B. Verification:</b> Each time the group or an individual student states an answer, repeat the answer back to them.</p>	<p>A. Questions:</p> <ol style="list-style-type: none"> <li>1. “What could interfere with sensory nerve messages?”</li> <li>2. “Would feeling pain be an example of a motor nerve?”</li> <li>3. “Tell your partner an example of a motor nerve.”</li> <li>4. “Explain to your partner what sensory nerves do.”</li> <li>5. Start your sentence by saying, ‘Motor nerves...’ <b>Then</b> tell why.”</li> </ol> <p>B. Yes. Motor nerves carry messages to the brain.</p>