

EDINA



Erasmus+

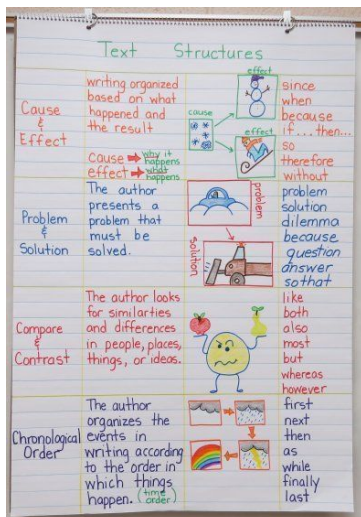
5. ACTIVATING DIRECT INSTRUCTION

1. The teacher instructs during a clearly defined period of time about a certain topic.
2. Next follows a short moment of evaluation. Pupils answer:
 - individually on a cardboard;
 - by raising hands for multiple-choice questions;
 - individually on a piece of paper with correction on the blackboard;
 - by means of software on a tablet.
3. Based on the results they can join group A, that receives extended instructions (with extra help from the teacher), group B, that independently makes exercises within the target goals of the lesson, or group C, that gets extra challenges.
4. At the end of the course there is a little time for feedback: a pupil of each group explains what his/her group has done.

Support for foreign-language speaking pupils:

- Avoid as many language barriers as possible during the first part – provide for visual support – in order to be able to test the content at the end of this phase without allowing language to influence the results.
 - Write key words on the blackboard.
 - Project images to support the content.
 - Use pictures.
 - Use your whole body while telling your story:
 - make eye contact with every pupil;
 - use your hands;
 - imitate things, use onomatopoeias;
 - connect key words with a certain repeating gesture.
- Allow pupils of groups B or C to use language support: pictograms, glossaries, dictionaries, translation software...
- Do not only focus on language support in group A, but also on solution strategies and understanding of the content.

Voorbeeld



NAM teacher Nele teaches about summarising texts just before her pupils move on to the regular class. The pupils practiced in the previous units already on mind mapping. Now they get a simple mind map. Nele gives them the instruction to look back at the poster with structure words. They go through the different links in a text (cause – consequence, problem – solution, chronological order...) and requests for examples. Then she asks the pupils to write a mind map using 5 sentences and 5 structure words and to underline them. She walks around in her class of 10 pupils and regroups them. Her criteria for grouping are: logical written connections finished in the given time period.

Anyone who experiences difficulties with converting to full-text is assigned to group 1. He/she who operates (quasi) error free but needed the complete time period, is assigned to group 2. Pupils who finished fast and could have done more, are assigned to group 3.

Group 1 sits in front of the classroom. These 5 pupils convert a simple mind map into full text. First, they do so together with Nele, step by step. Then they try it on their own, paragraph by paragraph. This allows her to quickly talk to every pupil of group 1 and group 2.

Group 2 gets a series of mind maps about different themes they will encounter in their future school career. They choose a mind map and write a text about it. 15 minutes before the end of the lesson, Nele asks the pupils to read per 2 each other's text and give feedback to each other.

Group 3 gets a series of articles about themes that they certainly will encounter in their future school career. They choose an article, make a mind map and write a synthesis about it again. 15 minutes before the end of the lesson, Nele asks the pupils to read per 2 each other's text and give feedback to each other.