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"Instruction system" is the term I use for the pattern of activities used to address a particular topic. It is the step-by-step recipe of activities to expose students to the material repeatedly in different ways while developing some other skill such as study skill, reading, writing, or public speaking. This is a summary of the current list of systems I have found useful. Variety keeps things from getting dull and, for the most part, these systems are interchangeable.

System A

- 1) Text survey¹ then Read Time² in textbook
- 2) Cornell notes³
- 3) Q-A session⁴
- 4) Review worksheet⁵

System B

- 1) Text survey then Read Time in textbook
- 2) SQ3R, Oracle, History Frame, or SKWRL
- 3) Lecture without notes taken
- 4) Q-A session

¹ During the "survey" students take turns quickly reading aloud the subtitles, boldfaced words, captions, illustrations, and maps in the chapter we are about to read. Students are allowed to comment on free associations they make with the survey and encouraged to activate their "schema".

² During "Read Time", students read the assigned text in silence independently while teacher monitors. On-task monitoring is done by looking at each student and putting a plus sign next to his name if the teacher thinks he is reading and a minus if not. Minuses count double when the lot is calculated into a grade.

³ In the Cornell note taking technique, students take notes on a lecture and create questions in a side column covering all of the notes. Students are taught to design questions at various levels of Bloom's taxonomy. The questions are later used in class activities.

⁴ During the Q-A session, students take turns asking one of the questions they created then selecting a classmate to answer it. If the classmate does not know, someone tells him and he repeats the correct answer. Students get 50 points for a question and 50 points for an answer (even if they needed help to answer it). Session includes discussion of important topics and clarifications by teacher as needed.

⁵ Review sheets are usually textbook company designed quizzes. This is a choral response activity: Teacher reads the question aloud and times 3 seconds before the class chorally responds.

System C

- 1) Cornell notes
- 2) Text survey then Read Time in textbook
- 3) Q-A session
- 4) Review worksheet

System D

- 1) Students get copies of notes. They create questions on notes as lecture progresses.
- 3) Text survey then Read Time in textbook
- 4) Q-A session
- 5) Review worksheet

System E

- 1) Students assigned scenes for improvisation (Newscast, Press Conference, etc)
- 2) Performances
- 3) Teacher – prepared questionnaire (distributed when assignments given) to answer during performances

System F

- 1) Cornell notes
- 2) Text survey then Read Time in textbook
- 3) Creative writing exercise in historical fiction

System G

- 1) Students assigned each portion of text. Prepare oral report to teach the class in 2 or 5 minute presentation.
- 2) Presentations. During presentations, students have textbook company or teacher-prepared questionnaire covering important material and fill in what they can as their classmates present.
- 3) Teacher review correct answers to review questionnaire and discusses important points.

System H *[For students who are ready for more independence, usually grade 9]*

- 1) Students individually create a "learning plan" for the assigned text: a pre-reading activity and a study activity. They get 20-25 minutes to start implementing it.
- 2) Lecture & discussion.
- 3) Students complete implementing the learning plan on their own in preparation for quiz⁶.

⁶ The quiz for this system is usually a recognition quiz with multiple-choice and matching items, as opposed to a recall quiz where students have to come up with the answer. Mostly, these are textbook company designed quizzes. Since students have been accustomed in my class to knowing the quiz questions before the quiz, for the first half of 9th grade it will provide a smoother graduation of difficulty level if students are allowed one free incorrect response on the quiz.

System I *[For students who are ready for more independence, usually grade 9]*

- 1) Brief lecture introducing topic or main ideas
- 2) Students create an "artifact" of the chapter material, usually from a list provided by the teacher.
- 3) Students in turn discuss their "artifact" and its historical relevance.
- 4) Students individually create a "learning plan" for the assigned text: a pre-reading activity and a study activity. They get 20-25 minutes to start implementing it.
- 5) Students complete implementing the learning plan on their own in preparation for quiz like in system H.

System J *[For students who are ready for more independence, usually grade 9]*

- 1) Brief lecture introducing topic or main ideas
- 2) Students create 6 questions for historical persons important to the lesson.
- 3) Students sit with a partner who pretends to be the person from history and answers accordingly.
- 4) Students share their favorite question-response with the class.
- 4) Students individually create a "learning plan" for the assigned text: a pre-reading activity and a study activity. They get 20-25 minutes to start implementing it.
- 5) Students complete implementing the learning plan on their own in preparation for quiz like in system H.

System K *[For times when speedy coverage of material is necessary, such as the end of 8th grade before the NYS exam. This is not ideal and lower performing students are often lost here.]*

- 1) Assign textbook questions over the course of the period of this program⁷ with due dates⁸.
- 2) Students get copy of lecture notes and attend lecture, perhaps while creating questions on the notes as the lecture proceeds.
- 3) Lecture notes handout includes written summaries of chapter sections covered and practice tests which the class does together at regular intervals.
- 4) At regular intervals, students complete an essay chosen from 2 assigned (without knowing in advance which will be chosen⁹).

System H *[For more independent, older students]*

- 1) Lecture where students have been given skeleton notes and room to create questions from the notes. Handout included with Bloom's taxonomy to guide creation of questions at different levels.
- 2) After lecture, students share questions at various levels.

⁷ Responses must be hand-written, in the student's own words, completely answered and completely correct and on time. This rule applies to questions at the knowledge and comprehension level.

⁸ This is done instead of quizzes to save class time entirely for class work. Usually saves 25 minutes a week or so.

⁹ These essays are shorter topics than usual. Assigning two essays but only choosing one is a time saving measure. Students are required to know the material for both essays but only write one because time lacks for writing two.

- 3) Teacher provides set of questions on the topic on worksheet where students identify the level of questions. Review together.
- 4) Question-answer session
- 5) Answer questions on documents related to the period, preferable from old Regents examinations. Given that students will finish these at very different rates, often it is useful to review half together when everyone has done at least that many, then give the rest time later when another activity is going on.