

Teaching and Learning

4/10/2021

5. DROP EVERYTHING AND READ



THIS CLIP FROM DYLAN WILLIAM ADDRESSES QUESTIONING. THERE ARE TWO EFFECTIVE REASONS TO DO IT - TO COLLECT EVIDENCE TO INFORM TEACHING, OR CAUSE STUDENTS TO THINK. WHAT DO YOU THINK?



AFTER LOOKING AT TPS AND CC, ANOTHER HIGH IMPACT STRATEGY IS CHECKING FOR UNDERSTANDING. READ THIS ARTICLE FROM *TOM SHERRINGTON* TALKING YOU THROUGH THE STRATEGY.



HOW OFTEN DO WE CHECK FOR UNDERSTANDING? NO ONE LOOKS CONFUSED, SO OFF WE GO. WAIT! TRUE UNDERSTANDING COMES WHEN WE CAN EXPLAIN SOMETHING IN OUR OWN WORDS, CHECK FOR UNDERSTANDING.



WALKTHRU BY TOM SHERRINGTON AND OLIVER CAVIGLIOLI WILL FEATURE IN THE NEWSLETTERS A LOT NEXT HALF TERM. TAKE A LOOK AT THIS SHORT ARTICLE DETAILING STRATEGIES TO PREPARE OUR STUDENTS TO CONTRIBUTE IN CLASS. HERE IS THE [WEBSITE](#) FOR YOUR PERUSAL.



ROSENSHINE'S THIRD PRINCIPLE OF INSTRUCTION - **ASK LOTS OF GOOD QUESTIONS**, IS BROKEN DOWN FOR YOU HERE BY *ZINNERDRIVE*. WATCH THE SHORT CLIP AND THINK ABOUT HOW ASKING SOME PRE-QUESTIONS WOULD WORK IN CLASS.



ROSENSHINE'S SIXTH PRINCIPLE OF INSTRUCTION - **CHECK FOR UNDERSTANDING**. SOUNDS A SIMPLE TECHNIQUE BUT IT IS VITAL TO INFORM TEACHING, AND SIGNALS IF THE CLASS IS READY TO MOVE ON. ASK LA STUDENTS TO BEGIN WITH AND THEN 'BOUNCE' QUESTIONS AROUND THE ROOM.