

CHAPTER 5: TEACHER-CENTERED INSTRUCTIONAL STRATEGIES

CHAPTER OBJECTIVES

- Describe the continuum of instructional approaches.
- Distinguish the features of the each teaching model in the continuum of approaches.
- Identify the main characteristics of direct instruction.
- Apply the components of direct and explicit instruction into lesson plans.
- Utilize guidelines for the effective use of presentations, demonstrations, questions, and recitations.
- Apply effective techniques when using practice, drills, reviews, guided practice, and homework.

CHAPTER OUTLINE

- I. A Continuum of Instructional Approaches (**instructional strategy**)
 - A. Teacher-Centered to Student-Centered Approaches (**direct instruction, inductive instruction, social instruction, independent instruction**)
 - B. Direct and Indirect Instructional Approaches (**direct instruction, indirect instruction**)
 - C. The Gradual Release of Responsibility Model (**focus lesson, guided instruction, collaborative work, independent work**)
 - D. Deductive and Inductive Strategies (**deductive strategy, inductive strategy**)
- II. The Direct Instruction Model
 - A. Characteristics of Direct Instruction (**explicit instruction**)
 - B. Components of Direct and Explicit Instruction Lessons (**set induction, knowledge base, guided practice, independent practice, closure, student response system**)
- III. Instructional Approaches for Direct Instruction
 - A. Presentations (**presentation**)
 - B. Demonstrations (**demonstration**)
 - C. Questioning (**questioning, convergent questions, divergent questions, focusing questions, prompting questions, probing questions, wait time**)
 - D. Recitations (**recitation**)
 - E. Practice and Drills (**practice, drill**)
 - F. Reviews (**review, air ball review**)
 - G. Guided Practice and Homework (**seatwork, teacher-led practice, student cooperative practice, homework**)