Chapter 2: What will I do to help students effectively interact with new knowledge?

**Action Step 1 – Identify critical-input experiences.**

- Write a learning goal (an instructional goal) that would suit one of the courses that you observed or taught during methods block.
- List two critical-input experiences that would help students learn the content required to meet that goal.
- Write one logical instructional objective for each of those critical-input experiences.

**Action Step 2 – Preview the content prior to a critical-input experience.**

- Considering the critical-input experiences that you listed for Action Step 1, choose two appropriate previewing techniques (from those below) and prepare examples of how you would use them to get students ready for their upcoming learning.
  - “What do you think you know?”
  - overt linkages
  - preview questions
  - brief teacher summary
  - skimming
  - teacher-prepared notes

**Action Step 3 – Organize students into groups to enhance the active processing of information.**

- Considering the critical-input experiences that you listed for Action Step 1, describe a possible use of group work to facilitate students’ understanding of the new content.
  - What would you want students to do cooperatively with their group members?
  - What rules or procedures would you give students to follow during group work?
  - How would students make use of the results of their group work?
  - How would you assess students’ learning from their group work?

**Action Step 4 – Present new information in small chunks and ask for descriptions, discussion, and predictions.**

- Considering the critical-input experiences that you listed for Action Step 1, choose one and describe how you would break its declarative or procedural knowledge into small chunks. In your description, explain which technique (from those below) you would use and how you would implement it.
  - Marzano’s general describe/discuss/predict procedure
  - reciprocal teaching
  - jigsaw
  - concept attainment
Action Step 5 – Ask questions that require students to elaborate on information.
» Considering the critical-input experiences that you listed for Action Step 1, choose one of them and, for it, write an example of each type of question (from those below) that you could ask your students.
  » default inferential
  » reasoned inferential
  » elaborative interrogation, informal tag
  » elaborative interrogation, first formal format
  » elaborative interrogation, second formal format

Action Step 6 – Have students write out their conclusions or represent their learning non-linguistically.
» Considering the critical-input experiences that you listed for Action Step 1, choose one of them and, for it, describe how you would put to use one of the methods (from those below) for helping students to enforce their learning in a non-linguistic way.
  » notes (two-column format: one for words, one for graphics)
  » graphic organizers (choose one pattern: characteristic, sequence, process/cause, problem/solution, or generalization)
  » dramatic enactments
  » mnemonic devices employing imagery (choose one strategy: rhyming pegword method or link strategy)
  » academic notebooks

Action Step 7 – Have students reflect on their learning.
» Considering the critical-input experiences that you listed for Action Step 1—and, of course, keeping in mind the students with whom you worked during methods block—respond to the questions below.
  » If you were to ask students what they were right about and wrong about (in their predictions before beginning the critical-input experiences), what is a sample answer that you might hope to get?
  » If you were to ask students how confident they are about what they have learned (after the critical-input experiences), what is a sample answer that you might hope to get?
  » If you were to ask students what they did well during the experiences and what they could have done better, what is a sample answer that you might hope to get?
  » How you would you, as the teacher, make use of these reflections that you read or hear from your students?