Presenter's Preparation Outline

Unit 1, Module 2:
Effective Instruction

Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation

- Handouts 1 to 6

- Equipment

  - Projector

  - Sound system (speakers)

  - Laptop or other computer

  - Laser pointer

- Supplies

  - Index cards (Slide 15)

Handouts

- Handout 1: Adaptation Framework

- Handout 2: Active Involvement

- Handout 3: Creating Ownership of the Routines

- Handout 4: Explicit Instruction Scenarios

- Handout 5: Scaffolding and the Three-step Process

- Handout 6: Reflection Log

- Handout 7: References

Videos Embedded

- Slide 14: Explicit Instruction: Three-step Process Examples
(4:44)

- Slide 19: Positive and Corrective Feedback
(3:04)

Time

This module will take approximately 100 minutes.

Unit 1:
Overview of Schoolwide Intervention

Module 2:
Effective Instruction

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Slide 1—Title Slide

This is the second module in the **Overview of Schoolwide Intervention** unit, **Effective Instruction**.

Schoolwide Intervention

Module	Title
1	A Schoolwide Approach to Reading Intervention
2	Effective Instruction

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Slide 2—Schoolwide Intervention

This module is a continuation of the introductory module on **schoolwide approaches to reading intervention**. It will address adapting instruction for students with reading difficulties as well as increasing active involvement for all middle school students.

Many of you will be familiar with the practices we discuss, though not necessarily the terms. One of the purposes of this module is to give us a common language with which to describe the instructional practices discussed throughout the Academies. There also will be opportunities to share your own experiences with implementing elements of effective instruction.

Objectives

- Understand the components of mature reading and potential sources of reading difficulties.

- Identify instructional practices that foster student engagement through active involvement.

- Understand the need to adapt content area instruction for students with reading difficulties.

- Apply a framework for scaffolding instruction.

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Slide 3—Objectives

Set expectations for this session.

Throughout this module, as in every module, particular references will be made to the instructional needs of English language learners (ELLs). Not all ELLs can be considered "struggling readers" in the same sense that a student with a specific learning disability in reading might be characterized. These differences will be pointed out as we proceed.

As we begin the module, you may hear or see some terms with which you are not familiar. These will be explained as we work through the section of slides employing the explicit instructional routine (*I/WE/YOU Do*).

I/WE/YOU DO adapted with permission from Archer, Isaacson, & Peters, 1988.

Reading Difficulties at the Secondary Level: Potential Problems

- Comprehension

- Vocabulary

- Background knowledge

- Strategic processing of text
  (predicting, questioning, self-monitoring, etc.)

- Text structures

- Reading fluency

- Word identification: Multisyllable words

- Word identification: Basic decoding

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Slide 4—Reading Difficulties at the Secondary Level: Potential Problems

At the middle school level, we are usually most aware of students' problems with comprehension—understanding, remembering, and applying what they read.

Because skilled reading is based on so many underlying components, there are several possible factors underlying a student's **comprehension** difficulties. Many students who speak English as a second language or who live in communities with high levels of poverty have limited academic **vocabularies**. Their **background knowledge** often is different from students who have read widely and who have traveled more extensively. Please note: their experiences are *different*, not *deficient*. It is important to connect with those experiences in order to build these students' content knowledge and maintain high expectations for achievement.

Some students have problems with comprehension because they have not learned how to think about what they are reading. They don't **utilize strategies** to help them learn from text. Often these students "read to be done" with an assignment, rather than reading purposefully to gain information. Some students comprehend

Notes continue on the next page.

narrative text, or fiction, fairly well but struggle to understand more technical content area expository text, which can employ unfamiliar **text structures**.

Finally, some adolescents will still be struggling with foundational skills. This is often exhibited in their lack of effortless and accurate reading, or **fluency**, but might be symptomatic of their difficulties in **word identification**.

Development of Reading

- Proficient reading **continues to develop** in the middle school and high school grades, even in students who are strong readers.

- Teachers cannot assume that students will automatically understand complex content and understand technical vocabulary.

- Students may be able to comprehend one kind of text (e.g., short stories) but not others (e.g., science or math text).

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Slide 5—Development of Reading

Review the information on the slide.

Teachers need to understand that even typically developing middle school readers may require instruction to support their continued development into mature readers of complex text.

The kinds of instruction discussed in this module are for the purposes of supporting students' academic reading. This is different from the types of activities designed to foster pleasure reading.

Adapting Instruction

Adapting instruction means intentionally changing something about instruction so that all students have a greater chance to master important lesson objectives.

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Slide 6—Adapting Instruction

Review the information on the slide.

> A typical middle school class includes students who are weak readers, typically developing readers, and advanced readers. Although challenging, it is possible to structure learning opportunities to meet the diverse needs of students.

Adapting Instruction: Why Do It?

- More students are able to master key content area concepts and skills.

- Students may become more motivated to participate and apply more effort, which can result in fewer behavior problems.

    – Success is a great motivator.

    – Repeated failure leads to problem behaviors and lack of motivation.

- Students with reading difficulties become better readers of content area text.

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Slide 7—Adapting Instruction: Why Do It?

When teachers adapt their instruction to provide greater access to the curriculum, there is a greater chance that all students will experience success.

Review other items on the slide.
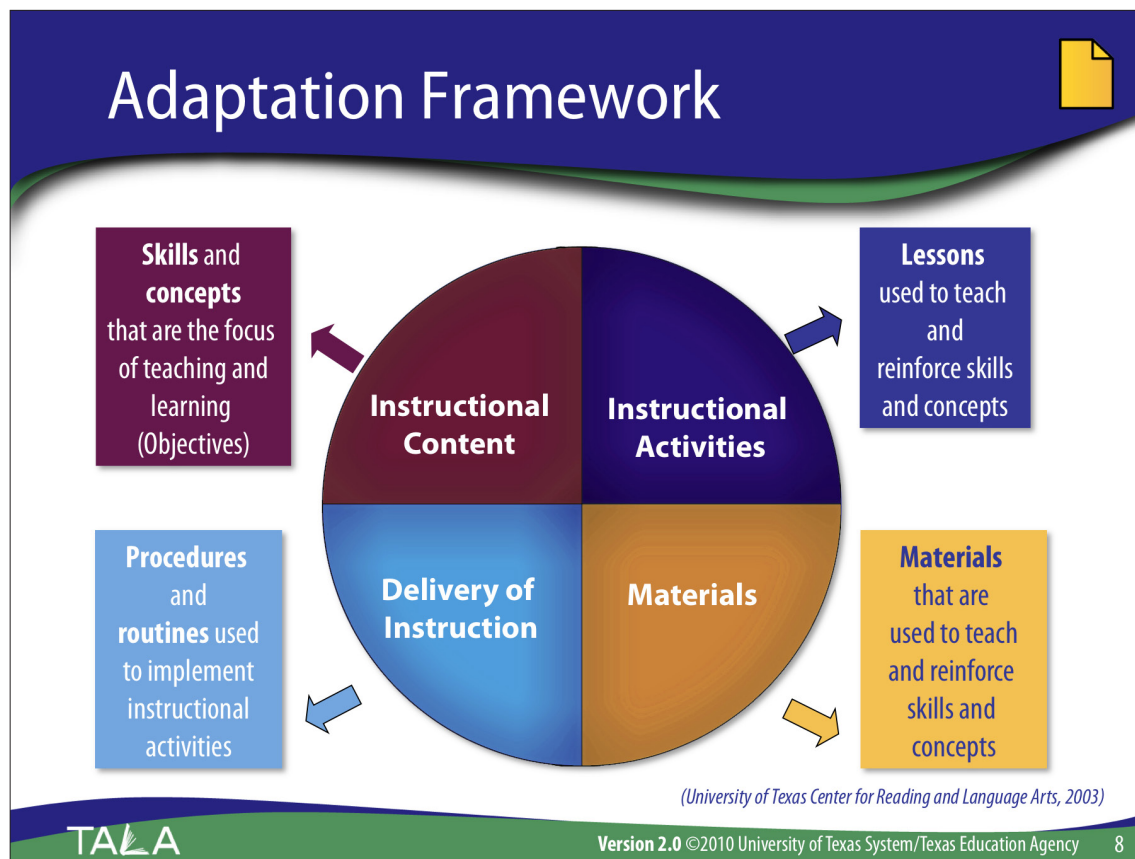
Slide 8—Adaptation Framework

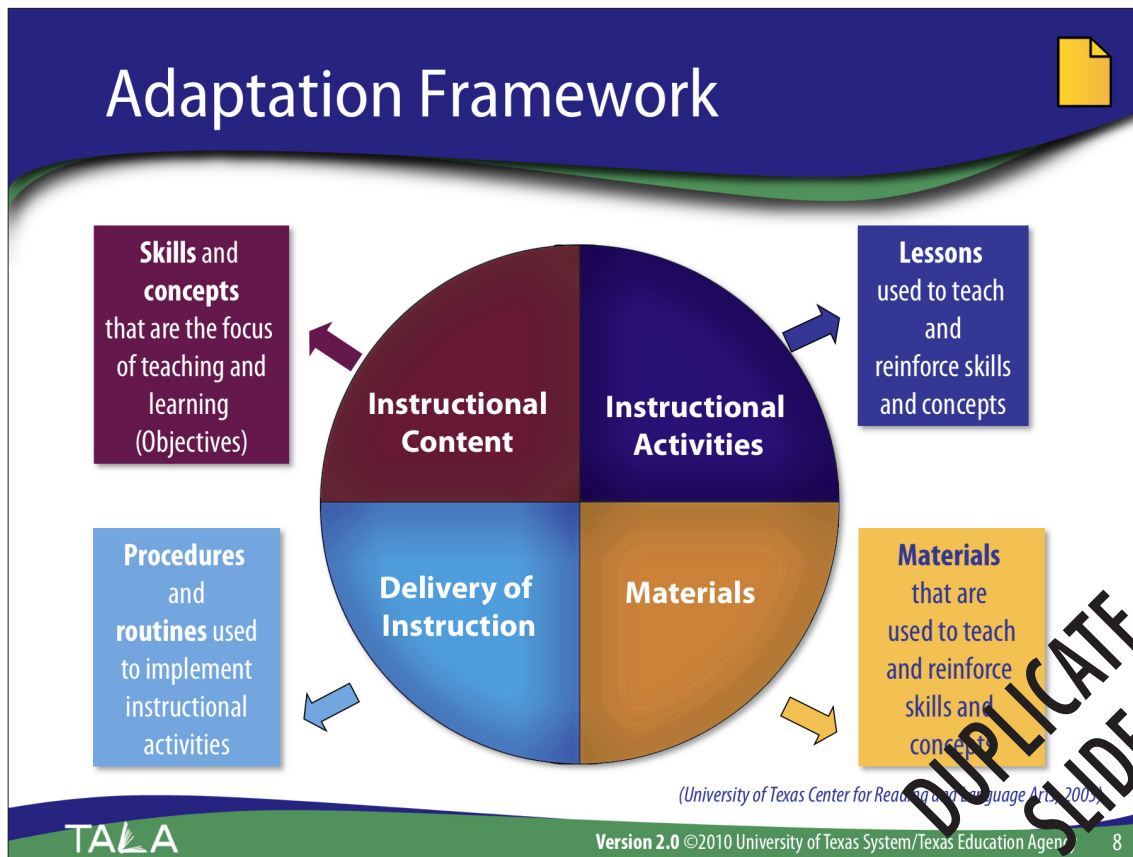*Refer participants to **Handout 1: Adaptation Framework**.*

This is an **adaptation framework** that teachers have found useful as they consider adapting their instruction. It illustrates four categories of adaptations for struggling learners.

Sometimes teachers adapt the actual content of the lesson—the **skills and concepts that are the focus of teaching and learning**. They may have different objectives for different students, or they may teach an extra lesson designed to prepare students to be successful on the actual unit **objectives**.

Teachers may also adapt instructional activities, or the **lessons used to teach and reinforce skills and concepts**. They may **adapt materials that are used** in the lessons. Finally, teachers may also adapt how they deliver instruction. Delivery refers to the **procedures and routines used to implement instructional activities**.

In all four areas of this framework, teachers can collaborate and share their various resources. This is particularly helpful when planning adaptations for ELLs.

Notes continue on the next page.

Adaptation Framework

Skills and **concepts** that are the focus of teaching and learning (Objectives)

Lessons used to teach and reinforce skills and concepts

Procedures and **routines** used to implement instructional activities

Materials that are used to teach and reinforce skills and concepts

Instructional Content

Instructional Activities

Delivery of Instruction

Materials

(University of Texas Center for Reading and Language Arts, 2003)

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The handout provides specific guidance for making adaptations in each dimension before, during, and after a lesson.

Throughout the Academy, make note of the various adaptations incorporated into the presentations, videos, and activities. You may be asked to share the examples of adaptations you identify.

REFERENCE: University of Texas Center for Reading and Language Arts (UTCRLA), 2003.

Fostering Engagement

- Clear objectives
- Real-world interactions
- An abundance of interesting texts
- Direct strategy instruction
- Support for student choice and self-determination
- Collaboration support

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Slide 9—Fostering Engagement

Of course, adaptations are more successful when students become actively involved, or engaged, in their learning. Research has identified some practices that are particularly effective at **fostering engagement**.

Activity: Think-Pair-Share

THINK of a time when your students were very engaged in your lesson. What was happening?

Allow 1 minute.

Now PAIR with someone at your table and SHARE how you structured the lesson to foster student engagement.

After 2 minutes, ask participants to share ideas with the larger group. Reiterate answers related to the information on the slide.

Many of your experiences share some common features. **Classroom environments that foster engagement** incorporate:

Notes continue on the next page.

Fostering Engagement

- Clear objectives

- Real-world interactions

- An abundance of interesting texts

- Direct strategy instruction

- Support for student choice and self-determination

- Collaboration support

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- **Clear objectives**: establishing what students should know and be able to do as a result of the lesson.

- **Real-world interactions**: providing opportunities for students to engage in activities such as hands-on, inquiry-based learning and problem-based learning.

- **An abundance of interesting texts** including trade books, other reading materials, and technology that are relevant to the middle school learner and are appropriate to the learning objectives. These supplemental materials enrich lessons and reduce over-reliance on textbooks.

- **Direct strategy instruction** should be provided to help struggling readers learn reading strategies that will help them become more engaged and better able to comprehend complex texts.

- **Support for student choice** refers to enabling students to experience a sense of control and decision-making regarding their reading activities, such as choosing among selected reading materials. Adolescence is a time of exploring how to gain and handle autonomy and independence. Creating opportunities for students to make their own choices, when appropriate, can facilitate this growth and encourage active participation in learning.

Notes continue on the next page.

- **Collaboration support** refers to students interacting with their peers to learn—in pairs, small teams, or larger groups. The groups you form should be flexible and change to suit student needs and instructional goals. Ongoing monitoring will provide data to guide your decisions about grouping.

THINK-PAIR-SHARE adapted from Lyman, 1981.
REFERENCE: Fuchs & Fuchs, 2001; Gersten, 1998; Guthrie & Davis, 2003.

Benefits of Grouping

- Grouping or pairing provides more opportunities for all students to participate in instructional dialogues and to develop the language and content of the course.

- Grouping and pairing is particularly important for English language learners.

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Slide 10—Benefits of Grouping

Read the information on the slide.

Content area classrooms that promote active student involvement for all students, including collaborative learning, report higher student achievement.

ELL students participate in instructional talk and use higher-order thinking skills when the class is organized in a way that encourages them to draw upon their knowledge of English as well as their first language.

Keep in mind that students will have varying levels of language proficiency, so it is not appropriate to simply put all ELLs in one group. In addition, students need practice with and exposure to English—opportunities that they may miss if only working with non-native speakers. ELLs should not be partnered with a student who can "translate" for them indefinitely. This may benefit recent immigrants, but students must be given access to English.

Notes continue on the next page.

Activity: Generate-Share

One way to group students is to have them work in pairs in a peer partnering activity called "Generate-Share." Let's use the Generate-Share strategy to discuss the benefits of grouping.

Pick a partner at your table and decide who will be Partner One and who will be Partner Two.

Each of you GENERATE a list of all the reasons you can think of for grouping students. Consider when you would group students heterogeneously and when you would group them homogeneously. What are the benefits of each?

Repeat directions. Allow 1 minute.

Now, Partner One, SHARE your reasons for grouping students in different ways with your partner. Partner Two, be sure to SHARE any of your reasons that your partner does not mention.

Allow 1 minute.

Partner Two, give Partner One's best reason for grouping students in different ways.

Call on selected participants to give answers to the whole group.

REFERENCES: Brenner, 1998; Chamot, 1995; Holt, 1993; Montes, 2002; Waxman & Tellez, 2002.
GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.

Slide 11—How to Actively Involve Students: Partner Responses

Partner One, TELL Partner Two which of the active involvement techniques on this slide we have used so far today and when we used them. Twos, HELP your partner out as needed.

Allow 1 minute.

Let's CHECK your responses. Find **Handout 2: Active Involvement**.

Review handout with participants. Answers:

THINK-PAIR-SHARE used in activity on slide 9.
TELL-HELP-CHECK used in activity on this slide (11).
GENERATE-SHARE used in activity on slide 10.

We will use these techniques repeatedly in the Academies, so continue to watch for examples in the upcoming modules.

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.
TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990.
THINK-PAIR-SHARE adapted from Lyman, 1981.

Creating Ownership of the Routines

1. Introduce the routine by name.

2. Model with a think-aloud.

3. Provide meaningful practice opportunities.

4. Guide self-evaluation.

5. Expand to other contexts.

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Slide 12—Creating Ownership of the Routines

Throughout this Academy, you will learn instructional routines that will help your students to become more effective readers. Although some routines focus on your role, others are meant to become part of your students' learning practices. Use the steps listed here to help students learn to apply these routines independently.

The steps are also listed on **Handout 3: Creating Ownership of the Routines**.

Introduce the routine, teaching the steps and the name. Posting the name and steps in your classroom is a good way to reinforce the routine.

Model the routine with a think-aloud, using the explicit instruction you will learn about on the next slide. Demonstrate for students how and why the routine is helpful.

Provide meaningful practice opportunities—in the introductory lesson and over time.

Guide students to evaluate how well they applied the routine and to reflect on how it affected their learning.

Finally, lead students in a discussion of how the routine can be applied for reading tasks in other classes and even outside of class.

Explicit Instruction:
A Three-step Process

I Do
Model/think aloud

WE Do
Guided practice

YOU Do
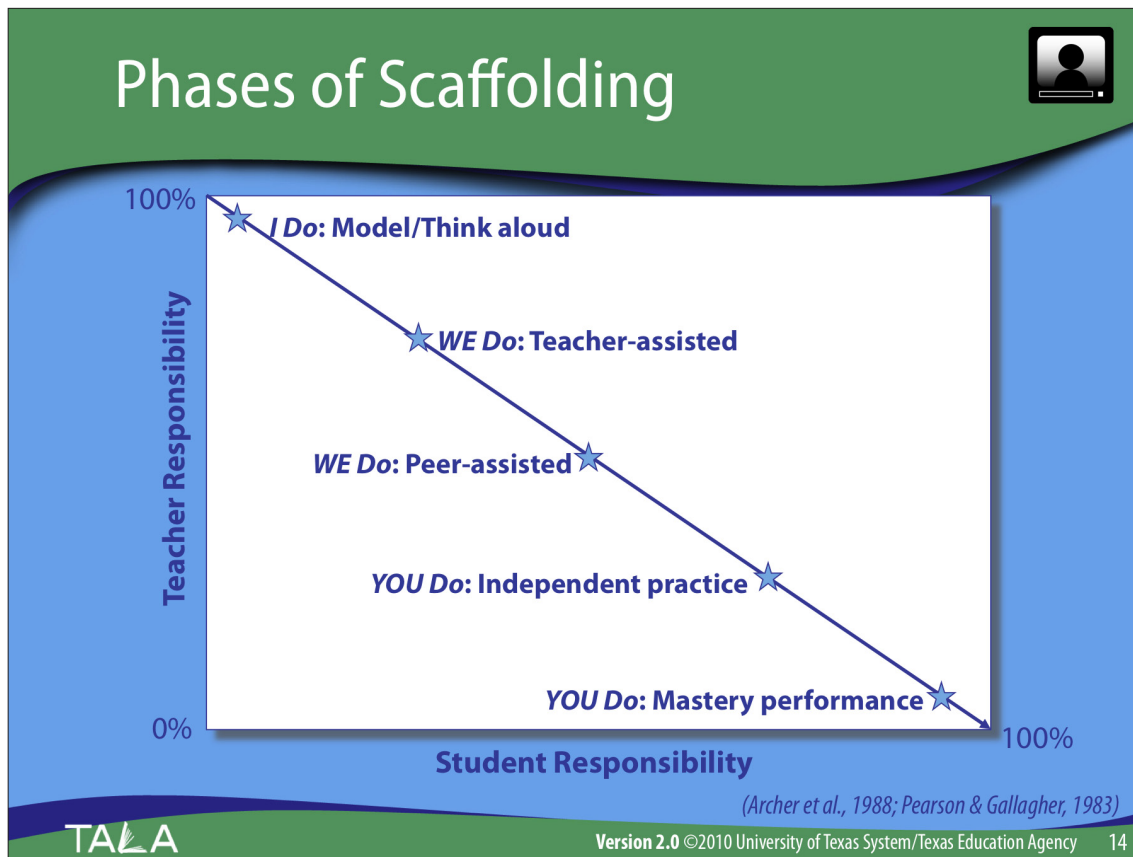Monitored independent practice

(Archer, Isaacson, & Peters, 1988)

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Slide 13—Explicit Instruction: A Three-step Process

Making instruction visible and explicit, an essential feature of the *I Do* stage, helps students understand what they are supposed to learn and be able to do. Modeling and demonstration are two practices commonly used in this phase. Gradually, however, you will shift from telling students what to do to asking them, or from overt use of instructional routines to covert use. Having students work with partners will facilitate this shift.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

Phases of Scaffolding

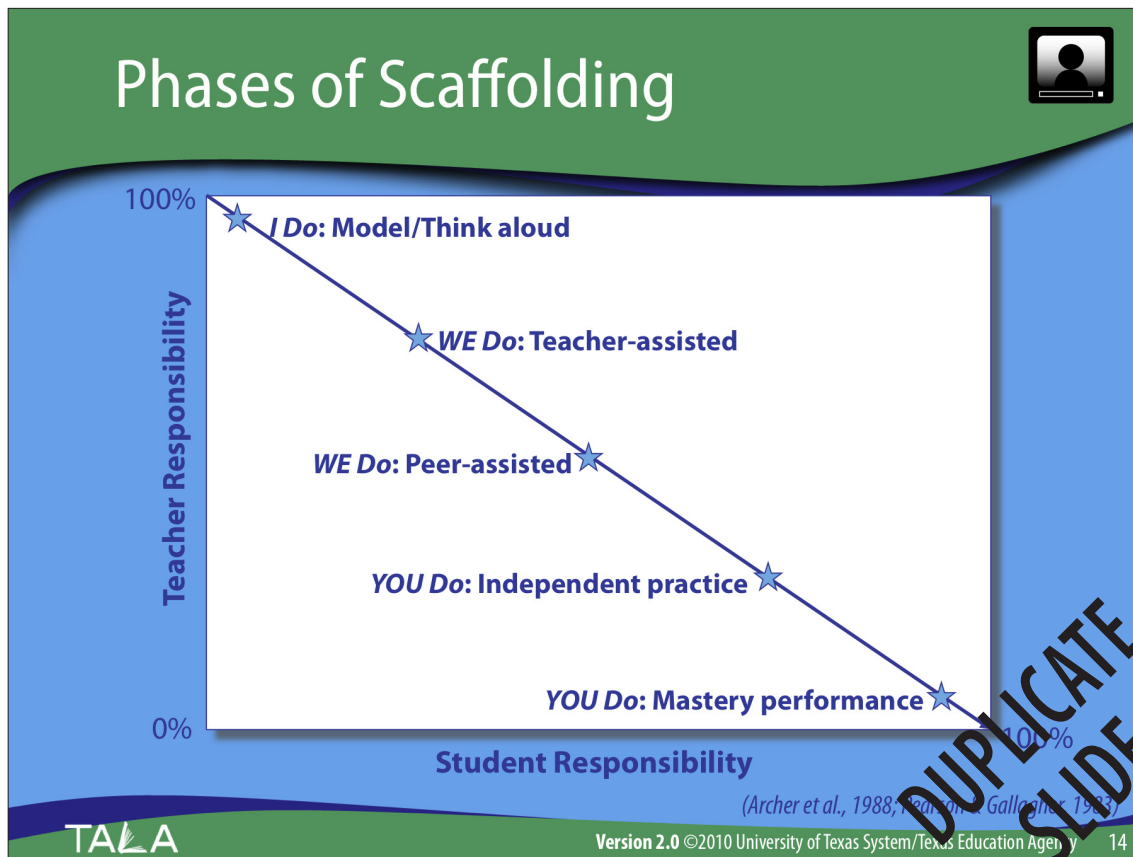*I Do*: Model/Think aloud

WE Do: Teacher-assisted

WE Do: Peer-assisted

YOU Do: Independent practice

YOU Do: Mastery performance

Teacher Responsibility

Student Responsibility

100%

0%

100%

(Archer et al., 1988; Pearson & Gallagher, 1983)

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Slide 14—Phases of Scaffolding

The steps of explicit instruction fall along a continuum of assistance or scaffolding. At the *I Do* end, teacher responsibility is greatest. The amounts of student responsibility must be increased over time in order to make students independent.

Model/Think aloud: Teacher verbally processes the task. This is different from simply explaining the task and usually involves orally narrating a demonstration. During this phase, students should only be observing the teacher so that they can devote their full attention to understanding the processes.

Teacher-assisted: Students either do the task in small steps at the same time as the teacher or are guided through each step in the strategy. During this phase, the teacher should use simplified language and break the task into shorter steps. Depending upon the difficulty of the task, it may also be necessary to perform it with teacher assistance several times.

Peer-assisted: One partner practices small steps of the task at a time while the other provides support (as in Tell-Help-Check or partner reading). The teacher

Notes continue on the next page.

Phases of Scaffolding

I Do: Model/Think aloud

WE Do: Teacher-assisted

WE Do: Peer-assisted

YOU Do: Independent practice

YOU Do: Mastery performance

Teacher Responsibility

Student Responsibility

100%

0%

100%

(Archer et al., 1988; Pearson & Gallagher, 1983)

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DUPLICATE SLIDE

continues to check on student performance and reteaches as necessary. Be sure to consider the proficiency levels of ELLs in these latter phases. If students are not yet capable of speaking or writing English, provide different response options for them such as showing, pointing, illustrating, role playing, etc.

Independent practice: Students work individually, with partners, or in small groups to complete the task in larger steps. The teacher monitors students and provides instructional feedback.

Mastery performance: Students are able to complete the task entirely on their own without the teacher's aid or oral prompting. However, feedback is still provided.

Scaffolding is part of providing comprehensible input to students. The phases integrate speaking, listening, reading, and writing to support students' receptive and productive language skills.

Video: Explicit Instruction: Three-step Process Examples (4:44)

Next we will see a view clip that shows this routine being implemented in the

Notes continue on the next page.

classroom. Please take out the Video Viewing Guide from your materials. Let's look at page 3, labeled "Unit 1, Module 2, Slide 14: Explicit Instruction: Three-step Process Examples."

Each time we view a video clip, you will be given a purpose for viewing, with guide questions or elements to focus on in the clip. Afterward, you will be asked to interact with a colleague in response to what you observed. You may use this guide to remind you of the purpose for viewing each clip and to take notes as you watch and discuss.

Activity: Generate-Share

This video provides a demonstration of each phase in the three-step process of explicit instruction. Do not focus on the particular instructional routine being used. That routine will be introduced in Unit 3: Comprehension Instructional Routines. Instead, focus on the teacher's implementation of each phase of the *I/WE/YOU Do* process. Then GENERATE a list of the ways you have used explicit instruction in your classes.

Click the icon to play the video.

Take a moment to SHARE with your partner the ways you have used the three-step process of explicit instruction, including scaffolding, in your own classroom.

Allow 2 minutes for discussion. Reconvene group.

FIGURE adapted from Pearson & Gallagher, 1983.
I/WE/YOU DO adapted with permission from Archer et al., 1988.
GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.
TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl et al., 1990.
THINK-PAIR-SHARE adapted from Lyman, 1981.

Slide 15—Scaffolding

Activity: Scaffolding Scenarios

Take three index cards from your table. Write *I Do* on one card, *WE Do* on another card, and *YOU Do* on the third card.

Allow 1 minute.

Find **Handout 4: Explicit Instruction Scenarios**.

As I read various classroom activities to you, hold up the appropriate card to describe which step is being described. Ready?

1. After Mr. Silva had modeled writing a summary using the "List, underline, combine, number, write, and edit" routine, he had the whole class complete another summary together. Mr. Silva wrote on the overhead as his students helped to generate ideas in each step. He had his students write the same things on their papers that he was recording on the overhead transparency.

Have participants raise their cards. Click slide for answer: WE Do.

Notes continue on the next page.

2. When the teacher first introduced the summarization routine, he explained the steps: "List, underline, combine, number, write, and edit." Then, he talked through his use of the routine while writing on the overhead. He showed his class how he found his main ideas in the chapter and wrote them in his list as brief statements. Then, he explained his reasons for underlining ideas that he felt were most important and for combining ideas that he thought were similar. Then, he talked through how he thought the main ideas should be numbered in a logical sequence. Finally, he put the main ideas together in a written summary.

Have participants raise their cards. Click slide for answer: I Do.

3. The students in Mr. Silva's history class have been practicing writing summaries after each reading assignment for a couple of weeks. For today's assignment, the teacher has told the class they will write a summary on their own. He told his students to think of the steps to the "List, underline, combine, number, write, and edit" routine as they worked through their writing. As they worked, Mr. Silva walked around the room and assisted individual students who appeared to be having difficulty with their summaries.

Have participants raise their cards. Click slide for answer: YOU Do. *Discuss where each scenario falls on the continuum.*

It may be helpful to explicitly teach scaffolding procedures and the explicit instruction process to your students. Do not assume they will know what "modeling," "think aloud," "guided practice," or even "*YOU Do*" means. Those must be overtly stated and explained to students if you use the terms in your instruction.

The summarizing routine is explained in detail in Unit 3, Module 3.

FIGURE adapted from Pearson & Gallagher, 1983.
I/WE/YOU DO adapted with permission from Archer et al., 1988.

The Importance of Practice

- Provide multiple opportunities for practice.

- Extend the practice over time.

- Use practice to form a habit.

- Provide sentence stems for syntactical support.
  Examples:

  – "The reason we selected this answer is _____."

  – "We agree with _____ because _____."

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Slide 16—The Importance of Practice

The process of phasing out scaffolding for any activity, including the structures for cooperative learning, involves repetitive practice. But even when students achieve mastery, practice continues to promote automaticity and generalization.

During the practice opportunities, and especially when working cooperatively with peers, beginning-level English language learners are allowed to process and discuss information in their native language. Encourage them to share their conclusions in English but provide adequate vocabulary or syntactical support as needed.

Make your learning environment a safe place for students to try. Adolescents who have struggled have had many experiences with failure by this age, so you will need to be patient as they overcome any resistance.

Options for Showing Mastery

- "Put your finger/pencil on. . ."

- Use physical signals (thumbs up, pencil down, look at me).

- Display answer with response cards.

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Slide 17—Options for Showing Mastery

Some simple methods can make formative assessments and checking for understanding more valid for ELLs.

- Asking students to **"put your finger/pencil on..."** increases attention and allows monitoring of attention to a stimulus.

- The **use** of **physical signals** reduces language demands and can help keep up the pace of instruction. Be sure to model any signals before using them.

- **Response cards**, such as those we used in the scaffolding activity, are useful when responses can be classified into groups. Students can display the cards or point to the response of their choice.
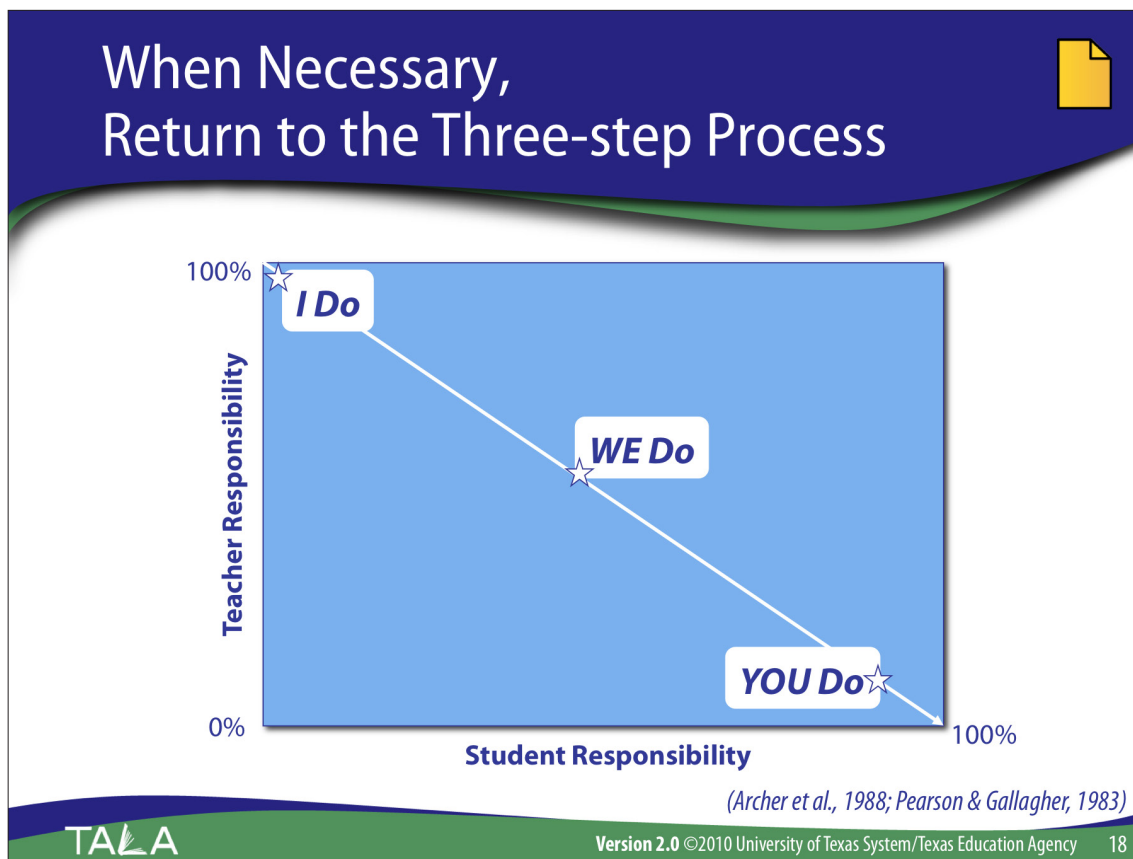
Slide 18—When Necessary, Return to the Three-step Process

*Refer participants to **Handout 5: Scaffolding and the Three-step Process**.*

Keep the pace brisk, but whenever it becomes clear the students do not understand, increase scaffolding again—move back up the continuum.

Do not keep students in one phase forever. Plan your progress along the continuum, gradually releasing responsibility. As we discuss instructional routines for comprehension and vocabulary in future modules, we will practice how to plan instruction for *I Do*, *WE Do*, and *YOU Do*.

Some students will progress quickly with modeling because they simply need a clear demonstration of the expectations. Other students will need more structured guidance to develop their abilities to handle the task independently.

FIGURE adapted from Pearson & Gallagher, 1983.
I/WE/YOU DO adapted with permission from Archer et al., 1988.

Slide 19—Feedback

No matter where you are in the three-step process, always provide feedback to students.

It is important that all feedback be specific so that students understand what they need to continue doing and what they need to do differently in order to experience success. When responding to students, be sure to repeat their comments, but recast the language so that you are modeling the use of complete and accurate grammatical structure and pronunciation. In addition, you can take the opportunity to extend students' comments by adding information.

Particularly for ELLs, it is not necessary to over-correct every error by pointing out everything that was wrong. Instead, model a correct response and emphasize the particular points on which you want students to focus.

In addition, you should regularly gather information through student assessments that target what has been taught. The data collected should serve as a guide to planning instruction. It can help you know when you need to reteach concepts and when you need to adapt instruction.

Notes continue on the next page.

Feedback

Positive Feedback

- Positive feedback (praise) works better than criticism or punishment.

- Provide three positives for each negative.

- Avoid phony praise.

- Give specific praise.

- Stress the importance of trying hard (effort).

Corrective Feedback

- Students need to know when they have made mistakes.
  - Practicing mistakes is **not** productive.

- Use errors as an opportunity for teaching.

- Provide feedback in a neutral tone.

- Stress the importance of learning and improving.

(Damian & Hocker, 2006)

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DUPLICATE SLIDE

Video: Positive and Corrective Feedback (3:04)

Activity: Think-Pair-Share

In this video, teachers in general education science classes and a teacher in a one-on-one reading intervention class offer positive and corrective feedback to their students. As you watch, THINK about how the teachers make the feedback specific and emphasize the importance of students' efforts to learn and improve.

Click the icon to play the video.

Take a moment to PAIR with your partner and SHARE what you observed the teachers doing to make their feedback specific and to emphasize the importance of students' efforts to learn and improve.

Monitor participants, collecting some of their responses to share with the larger group. Allow 1 minute. Reconvene group and repeat some of the comments you recorded while monitoring.

Notes continue on the next page.

Suggested responses for general education science class:
- *provided feedback while students were still working*
- *pointed out the steps students had done and the step they needed to think more about (combining) to prevent the summary from being too long*
- *offered students an opportunity to work together to solve the issue*
- *provided a clear explanation for why word choice is important*

Suggested responses for reading intervention class:
- *gave positive feedback about getting the vowels right before offering corrective feedback about consonants*
- *did not tell student he was wrong but said: "I notice you…," referred student to the particular place in the word where he made an error*
- *helped student think through the rule for dividing the syllables*
- *allowed student an opportunity to correct his work*
- *had student reread the word correctly*
- *praised him by including information about what good readers do*

REFERENCE: Denton & Hocker, 2006.
THINK-PAIR-SHARE adapted from Lyman, 1981.

Summary

- Understand the components of mature reading and potential sources of reading difficulties.

- Identify instructional practices that foster student engagement through active involvement.

- Understand the need to adapt content area instruction for students with reading difficulties.
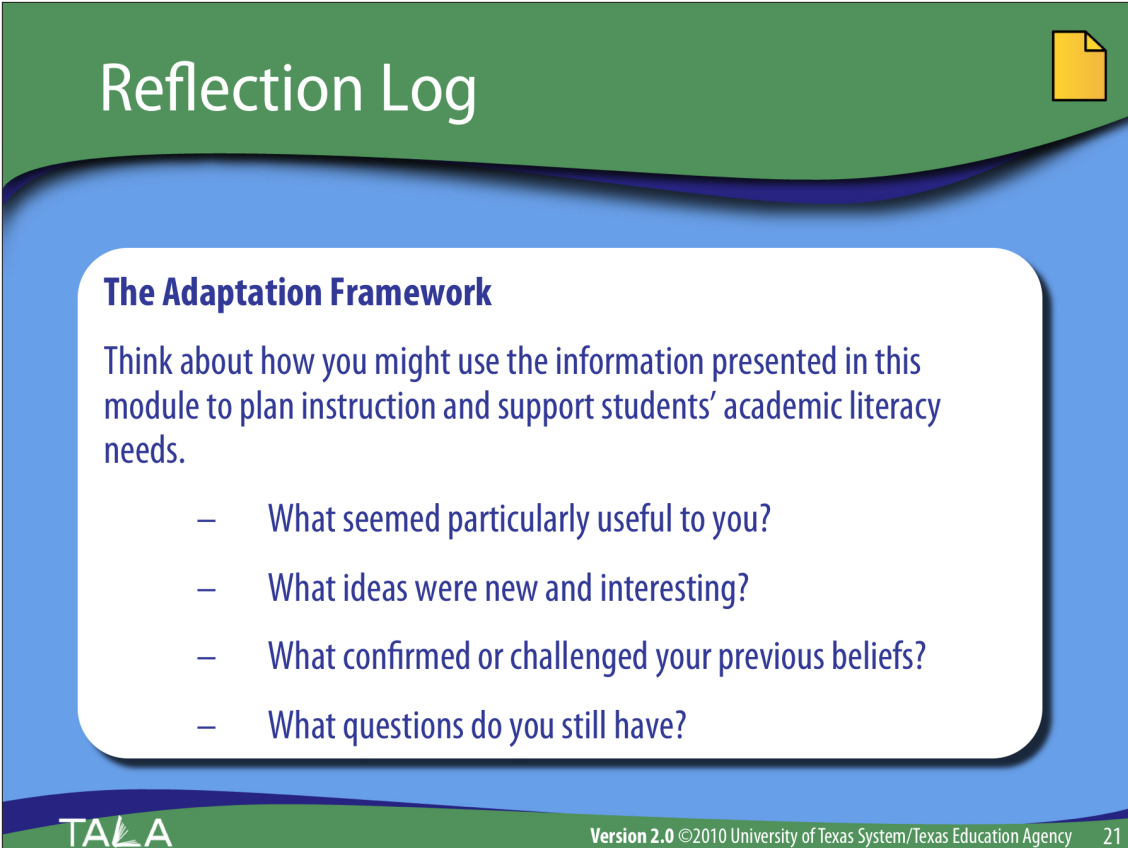
- Apply a framework for scaffolding instruction.

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Slide 20—Summary

Review the objectives.

In the following modules, you will learn several instructional routines. It can be difficult to refine or hone your skills with new instructional techniques, unless you have support from other colleagues. If you are here with others from your campus or district, you can pair to work on the routines together. Alternatively, you could exchange contact information with participants from other schools and districts to form a small learning community and to share ideas.

When implementing the instructional practices for the first time, you may experience some challenges or feel that the routine was not as successful as you anticipated. This is common and highlights the reason why planning with a group of colleagues is beneficial. As with any new skill, it can take time to become comfortable with the instructional practices. In addition, students who have made certain learning behaviors a habit may resist your efforts to create more productive habits. Your persistence, however, will serve as a model for students and will contribute to them adopting better learning strategies.

Reflection Log

The Adaptation Framework

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs.

- – What seemed particularly useful to you?
- – What ideas were new and interesting?
- – What confirmed or challenged your previous beliefs?
- – What questions do you still have?

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Slide 21—Reflection Log

Activity: Reflection Log

*Have participants turn to **Handout 6: Reflection Log**.*

Read the directions on the slide. Ask participants to consider where and when they could use one of the instructional practices discussed in this module.

Allow 2 minutes for participants to work quietly.