



Module 3: General Instructional Strategies

The goals of this module are to introduce the 5 components of reading and to clarify any misunderstandings about what each component is and what problems might look like or sound like in the classroom. The training team feels that this is an important introduction even for people with some background in the 5 components. Ensuring that everyone has a common foundational understanding of reading is a critical precursor to all other modules in this set of training materials.

Time: 30-60 Minutes depending on participants' knowledge of strategies

Materials:

- Power-point presentation
- Module 3 Worksheet: Blank matrix with five components and teaching strategies
- Completed matrix with five components and teaching strategies (optional)
- Writing materials

Outline (Note: the PPT will guide you through the module):

Warm-Up:

- Trainer takes an informal poll of the participants to determine their knowledge of the 9 Overarching Instructional Strategies
- Trainer can use a polling strategy where participants either show a thumbs up, thumbs down, or thumb pointing horizontally to describe their knowledge and comfort level with certain given strategies

Outline of Presentation:

- Trainer uses PowerPoint as basis of presentation
- Trainer should print the presentation with note pages; the power point also will serve as a hand-book for materials; participants can use the strategies from the power point during instruction
- Trainer presents power point and explains the "Strategies to Try Tomorrow."
- The trainer may want to stop and get feedback on several of these. It may be helpful for the trainer to brainstorm more ideas with the teachers that apply directly to the content areas represented in that training session.
- The last two slides present basic information on additional research based strategies. It would be helpful if the presenter showed a correlation between these and the principal nine strategies presented. For example, schema activation relates directly to cues and advance organizers.

Concluding Activity:

- Matrix Activity- presenter distributes the blank matrix with columns for the five components and rows with instructional strategies
- Presenter asks participants to work with a partner and try to make connections between the instructional strategies and if they apply to the instruction of the five components. Give groups at least ten minutes to work on this.



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- Conclude with a whole group discussion of the relationship between good instruction and instruction of the five components.
 - If desired, the trainer can share the completed model with the group to confirm their conclusions.

Notes:

Presenters need to modify this presentation according to the knowledge of the participants. While most teachers do not have extensive exposure to these strategies, some teachers are quite familiar and comfortable with these concepts.