Direct Instruction Model

Adapted by Amanda Keller from Instruction: A Models Approach (Gunter, Estes & Schwaab, 1995)

I. **Set: Provide Objectives, Establish Expectations, and Introduce the Skill**
   A. Activate Background Knowledge
   B. Involve All Students
   C. Relate to Real Life
   D. Label the Learning and Set Goals

II. **Instruction: Introduce and Model the Skill**
    A. Teacher does it. (Students use eyes and ears.)
    B. Teacher does it; students help. (Students use eyes, ears, and voices.)
    C. Students do it; teacher helps. (Students use eyes, ears, voices, and pencils.)
    D. Students do it. (Students use pencils.)

III. **Guided Practice with Feedback**
    Students have the opportunity to practice their new skills under the teacher’s supervision.
    This is a good opportunity for peer-tutoring or cooperative learning, especially in the context of word problems.

IV. **Closure**
    A. "Tell me (or someone else) what you learned."
    B. "Show me what you learned."
    C. "Do one more."

V. **Independent Practice and Generalization**
    A. Have student practice your new skill independently.
    B. Have student do a problem every day.
    C. Discuss: "How can you use this skill at home, ...at work?"
I see it.

I hear it, and I tell it.

I do it.

I REMEMBER IT!!