

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.

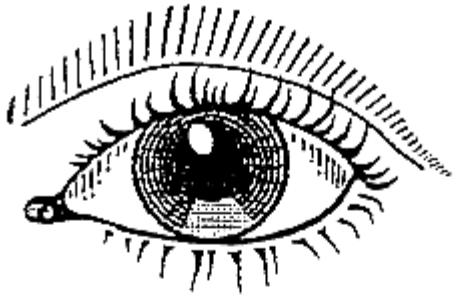
This is a good opportunity for peer-tutoring or cooperative learning, especially in the context of word problems.

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?"



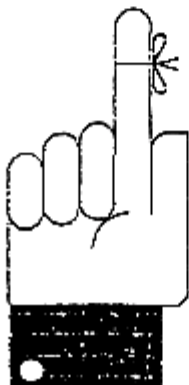
I see it.



I hear it, and
I tell it.



I do it.



**I REMEMBER
IT!!**