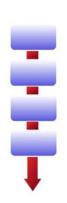
Landmark Teaching Principle™ #1

Provide Opportunities for Success

BEFORE BEGINNING AN ACTIVITY

Teaching students at their level, incorporating models and a variety of activities within a class, and explicitly teaching language and literacy skills empower students to be successful. At the same time, it is vital to set up each activity or request in a way that students can complete it effectively. The following two strategies will help students better begin each activity.

GIVE A PLAN OF ACTION¹



Provide students with a plan of action for the lesson or activity so that they understand its purpose and what they are supposed to do. The plan should include the lesson's goal, steps to achieving it, and instructions for what students should do.

For example:

- o "To help us learn more about (x), I am going to read this selection out loud while you listen to the new information. Then, starting with Billy, each of you will take a turn identifying one fact that you did not know before."
- o "To help us remember the steps for simplifying expressions, we are going to take notes. Each of you will write the steps in your notebook, and check a partner's notes. You should all take out your notebook and a pencil."
- "To help us review parts of speech, we'll be matching labels with words.

 Each of you will come to the board and label 3 different types of words in the example sentences."

GIVE EXPLICIT AND SIMPLE DIRECTIONS



Many students have difficulty remembering and following directions. Create more opportunities for success by following these guidelines²:

- 1. Gain all students' attention before giving directions.
- 2. Give only one or two-step directions at a time.
- 3. Use simple, concrete, specific language.
- 4. Have students repeat or restate the directions.
- 5. Write each step of multi-step directions on paper or the board.

¹ Landmark High School Social Sciences Department, Morgan Talbot - Assistant Head

² Adapted from a presentation entitled "Landmark High School's Expressive Language Program" by Linda Gross and Caitlin Parker, given on November 9, 2012.