Checking For Understanding & Guided Practice

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What is Checking for Understanding?

- The purpose is to determine whether or not the students have understood what was taught before proceeding.
- It is done throughout the lesson to insure the students are absorbing the information.
- Allows student to actively participate and process the information.
- Provides information about whether or not the students are processing the information.
- The teacher must be sure that students comprehend the information before proceeding to the next concept/skill or guided practice.
- If the teacher feels there is any doubt that the students do not understand the concept/skill should be re-taught before the teacher goes on.

Methods used to Check For Understanding

- Questions should be asked that go beyond recalling and push the student to probe for higher levels of understanding.
- *Bloom's Taxonomy* provides a structure for questioning that is hierarchical and cumulative. It allows the teacher to question the progress from the lowest to the highest of the six levels (knowledge, comprehension, application, analysis, synthesis, and evaluation).
- Repeat and voice answers to given questions.
- Heads down-thumbs up/down method : The students put their heads down and give a thumbs up if the statement the teacher says is true and thumbs down if it is not.
- Short one word answers can be written to a question the teacher asks and the teacher will move around the class checking the answers.
- understanding your students facial expressions
- conferences
- observations
- voting/raising hands

What is Guided Practice?

- Allows teacher to monitor learning and adjust accordingly
- Gives a chance for each student to exhibit how much was grasped of the new information by doing an activity or exercise under the teacher's direct supervision.
- Allows students to demonstrate how well they have grasped the skills, concepts, and modeling that the teacher presented to them in the lesson. The students should be able to perform the task and be held accountable for the lesson's information.
- The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.
- The Guided Practice activities can be defined as either individual or cooperative learning.
- It provides focused support for students who need extra help to reach the learning goals.
- This is where feedback is essential.

Example of Guided Practice......

- **Students will split into pairs to work together on drawing.**
- **On a piece of paper, students will draw a picture of plants, incorporating characteristics they learned about in this lesson (listed on board).**
- **On the other side of the paper, students will draw a picture of animals, incorporating characteristics they learned about in this lesson (listed on board).**

Source: http://k6educators.about.com/od/lessonplanheadquarters/g/guided_practice.htm

Guided Reading and Writing.....

- **The goal of guided reading is for students to become fluent readers who can problem solve strategically and read independently and silently**

- **Use a wide variety of whole class, partner and small group formats to make Guided Reading as multilevel as possible.**

- **The teacher supports the writer through conferencing and by addressing the needs of the writer.**

- **Students practice writing with whole group or partners and learn to peer edit or self-edit.**

Source: http://www.wfu.edu/education/fourblocks/block1.html
http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/GuidedReading.htm

Kinds of Assessments......

- **Running Records**
- **Miscue Assessments**
- **Anecdotal Records**
- **Reading Inventories**
- **Writing Samples**
- **Observation / and Conference Rubrics**

Closure
What did *we* teach you?

- At the beginning of today's lesson, you were told that you would be learning about <u>two</u> different methods used during a direct instruction lesson: *guided practice* and *checking for understanding*

- Today, we examined the characteristics of **guided practice** and **checking for understanding**, using the DI strategy

- We also presented examples of different ways that you as future teachers can incorporate *guided practice* as well as *checking for understanding* into your <u>own</u> classroom

What did *you* learn?

You are now able to complete the objectives we mentioned at the beginning of the lesson, which were to correctly *identify* (Bloom's Level of Knowledge) the different characteristics of <u>guided practice and checking for understanding,</u> as well as to which strategy these methods belong to.

Tell me what you've learned

- By a show of hands, who can identify which strategy is being used, when both *guided practice* and *checking for understanding* methods are present?

- **Who** is involved during guided practice?

- When teaching a lesson, should a teacher move on to the guided practice method if students *do not* fully comprehend the material? Why or why not?

Do you comprehend the concept?

- Please take out a piece of paper and a pen
- *Reflect* on what you've learned today about <u>guided practice</u> and <u>checking for understanding</u>

- Write down at least **one** characteristic for *both* methods
- Raise your hand if you would like to share with the rest of the class what you've learned today about guided practice and checking for understanding.

NB! Write down your classmates responses. They will assist you later when writing your own DI lesson plan

Can you *apply* what you've learned?

- Let's see if you can **apply** what you've learned during today's lesson to your future experiences!

- Put on your thinking caps and think of ways that you can use *guided practice* and *checking for understanding* in your **<u>own</u>** classroom

- Raise your hand to share with the class how you would incorporate *guided practice* or *checking for understanding* into your classroom, by ***giving an example***