

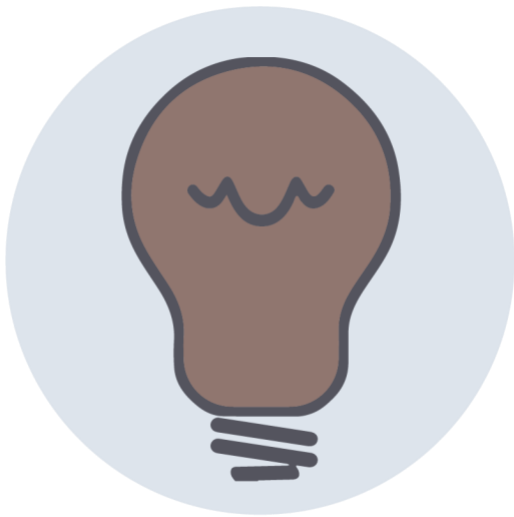
Turn the Light On

Preparing the Learner

Scaffold direct instruction to increase comprehensible input and meet the literacy and language needs of all learners.

ELPS 1A. 1E. 1H. 2D. 2E. 2I. 4D. 4E. 4F. 4I

IP Rubric I-1, I-2, I-3, I-6, I-8



- How do I make content comprehensible for all students?
- How can I keep them engaged during direct instruction?
- How do I cover all my content and not lose my students?

Why it works:

Students must understand the message we want to convey. Therefore, when must strategically plan to increase **comprehensible input** during instruction. Delivering information in different modalities helps **prepare the learner**, because students process information in unique ways. Ways to make content comprehensible for students is to adjust the rate of speech and present vocabulary with visuals and Total Physical Response during direct instruction so all students, including those with language and learning challenges increase their understanding of complex concepts.

Suggested strategies:

[Introduce New Learning](#)
[Graphic Organizers/Thinking Maps](#)
[Real World Connections](#)
[Flexible Grouping](#)
[Pacing Tools](#)
[Structured Peer Conversations](#)
[Academic Language](#)
[Assess Mastery](#)

Tech tools:

[Discoveryeducation.com](#)
[Blendspace.com](#)
[PowerUpHUB](#)
[Lead4Ward](#)



In the Turn the Light On routine, we regularly:

- Prep the brain.
- Teach it three ways.
- Drive home key points.
- Provide processing time.
- Monitor teacher talk.
- Scaffold to ensure mastery.
 - Accept native language
 - Use visuals and gestures
 - Use multimedia
 - Use graphic organizers

Classroom implementation:

☑ Prep the brain.

Students understand and retain more when their brains are prepared for new learning:

- **Hook** students with a novel experience as you **introduce new learning** using **realia**, **visuals**, and **Total Physical Response**. The brain loves **novelty** and **surprise**.
- Use **graphic organizers/Thinking Maps** to preview what students are going to learn.
- **Activate prior knowledge**, leading students to make **real-world connections** between what they already know and what they are about to learn. Include **pictures** and/or **realia**.
- Help students understand **why the new learning is important** to them personally using **Let's Talk** and **Pen/cil to Paper**.
- Use **flexible grouping** to build background knowledge by using **Huddle**.

☑ Teach it three ways.

During direct instruction, anchor important ideas and instructions **visually**, **verbally**, and in **writing** including **graphic organizers/Thinking Maps**. The brain stores information in different locations depending on how it was received. **Introduce new learning** using **multimedia** to help students remember complex information.



☑ Drive home key points.

Cue students to **focus** on the **most important** information, whether you are presenting information **orally**, in **writing**, or **both**. **Repeat** critical concepts several times using **visuals** and incorporating **Total Physical Response**, using multiple explanations and examples. Use **Do I Really Get It?** and if some students do not understand the key ideas use **Huddle** with students who need clarification.

☑ Provide processing time.

Chunk input and provide **wait time** using **pacing tools** to allow students to process new information by **thinking**, **group discussions**, **writing**, and/or **sketching**. Model **thinking aloud** and **formulating responses**. Provide **sentence stems/paragraph frames** for **structured peer conversations**. Students may work with a **graphic organizer/Thinking Map** to sketch a new concept.

☑ Monitor teacher talk.

Use **Get to Know Me** and regulate the **amount**, **speed**, and **vocabulary** of teacher talk to ensure you do not give more input than students are able to process. **Modulate your voice** and use relevant **gestures** using **Total Physical Response**. Provide students with a **synonym** when using new **academic language**.

☑ Scaffold to ensure mastery.

As you **assess mastery**, use additional **scaffolds** as needed to ensure students have full access to new learning (either frontloaded or during direct instruction). Scaffolds could include **multimedia**, **gestures**, **native language resources**, **manipulatives**, **realia**, **graphic organizers/Thinking Maps**, and **sentence stems/paragraph frames**.