



LEARNING SCIENCES
INTERNATIONAL

Study Guide

Practicing Skills, Strategies & Processes

Classroom Techniques to Help Students Develop Proficiency

Practicing Skills, Strategies & Processes

After reading pages 5–13, which preview the rest of the guide, process your understanding. Further discuss any areas of confusion or interest with your book study group.

The Effective Implementation of Providing Practice to Proficiency

Describe the seven steps necessary for effective practice.

Modeling	
Guiding	
Monitoring and Correcting	
Combining Discreet Skills Into More Complex Processes	
Automatic or Controlled Processing	
Reflection	
Repetition	

Monitoring for the Desired Result

What is the essential question you should ask when monitoring your students?

Close Monitoring

How to Effectively Implement Close Monitoring

Read the common mistakes for implementing close monitoring on page 20 of the text. Choose two examples from the list that you have been guilty of in the past and describe how you will improve that monitoring practice in the future.

Mistake	Improvement
1.	
2.	

Determining if Students are Proficient in Using Close Monitoring

List the two aspects of monitoring any practice technique.

1. _____

2. _____

Which of the five examples of checking for the desired result during close monitoring would you be most likely to use and why? Provide your answer on the lines below.

Close Monitoring

After reading pages 17–33, choose one standard from your subject area and/or grade with which to work. Record that standard on the lines below.

Using the standard you have chosen, plan a lesson utilizing the sample lesson template on pages 18–19.

Part 1: Teach the Conceptual Knowledge That Is Inherent in the Skill, Strategy, or Process

- 1.
- 2.
- 3.

Part 2: Do Before Your Practice Session
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- 1.
- 2.
- 3.
- 4.

Part 3: Practice the Skill, Strategy, or Process

- 1.
- 2.
- 3.
- 4.

Using the examples from the text and the standard you have chosen, describe one way in which you might scaffold and one way in which you might extend the lesson.

Scaffold	Extend

Worked Examples

How to Effectively Implement Worked Examples

What are the three basic steps of effective implementation of worked examples?

1. _____
2. _____
3. _____

List the five characteristics of the most effective worked examples.

1.
2.
3.
4.
5.

Determining If Students Are Proficient in Using Worked Examples

Choose one of the four evidences of student proficiency in executing a skill, strategy, or process as a result of them using a worked example in their practice, and chart the progression in the student proficiency scale below.

Emerging	Fundamental	Desired Result

Worked Examples

After reading pages 35–48, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to work with the same standard as in the last section or select a new standard.

Using the standard you have chosen, write a student script.

Describe one way in which you could adjust your instruction when individuals or small groups of students do not seem to grasp or remember the critical content.	Describe one way in which you could adjust your instruction in order to extend this particular instructional technique.

Frequent Structured Practice

How to Effectively Implement Frequent Structured Practice

How much time should be allocated for a frequent structured practice session?

Explain why identifying the conceptual knowledge that is inherent in the skill you want students to master is essential?

Look at the list of common mistakes on pages 52–53. Identify three that you have been guilty of in the past.

Determining If Students Are Proficient in Using Frequent Structured Practice

Describe the two monitoring strategies listed on page 62 of the text?

Frequent Structured Practice

After reading pages 49–64, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to work with the same standard as in the last section or select a new standard.

Using the standard above and utilizing the template for effectively implementing frequent structured practice on pages 51–52, create an anchor chart appropriate to your subject and grade level.

Give two examples (each) of ways in which you might scaffold and extend for those students who might need it.

Scaffold	Extend
1.	1.
2.	2.

Fluency Practice

How to Effectively Implement Fluency Practice

List and describe the two levels of fluency.

What are the two most critical skills that students need to practice to automaticity?

1. _____

2. _____

Fill in the blank.

A process that requires controlled processing is by its nature more _____.

Determining if Students Have Developed Fluency with a Skill, Strategy, or Process

List the four examples of monitoring provided in the text. Record your understanding by describing each example in your own words.

Fluency Practice

After reading pages 67–89, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to work with the same standard as in the last section or select a new standard.

Using the standard you have chosen, plan a lesson following the steps in Table 4.5 on page 78 of the text.

Part 1: Teach the Conceptual Knowledge That Is Inherent in the Skill, Strategy, or Process

- 1.
- 2.
- 3.

Part 2: Do Before Your Practice Session

- 1.
- 2.
- 3.

Part 3: Practice the Skill, Strategy, or Process

- 1.

Using the examples in the text and the standard you have chosen, describe one way in which you might scaffold and one way in which you might extend the lesson.

Scaffold	Extend

Varied Practice

How to Effectively Implement Varied Practice

Summarize your learning of each of the ways to implement varied practice.

Identify the Learning Target	
Model Critical Concepts	
Design Practice that you Closely Monitor	
Provide Frequent Structured Practice	
Build Fluency with the Skill, Strategy, or Process	
Assess Readiness for Varied Practice	

Determining if Students Are Proficient in Using Varied Practice

Choose the two monitoring examples provided in the text that you are most likely to use, and explain why.

Varied Practice

After reading pages 91–102, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to work with the same standard as in the last section or select a new standard.

Using the standard above, how might you...

Identify the Learning Target?
Model Critical Concepts?
Design Practice that you Closely Monitor?
Provide Frequent Structured Practice?
Build Fluency with the Skill, Strategy, or Process?
Assess Readiness for Varied Practice?

Describe one way you might scaffold and one way you might extend for students that need it.

Scaffold	Extend
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Practice Before Tests

How to Effectively Implement Practice Before Tests

List and describe the two ways to approach practice sessions prior to testing?

Choose one of the common mistakes listed on page 105 that you have been guilty of in the past and describe how you will improve in the future.

Mistake	Improvement

Determining if Students Improve Their Test Performance Through Practice

Describe how a proficiency scale would be useful in monitoring whether students are ready for a summative test as a result of the practice sessions.

Practice Before Tests

After reading pages 103–111, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to work with the same standard as in the last section or select a new standard.

Using the standard above, identify a learning goal and plan three practice activities.

Learning Goal	
Activity 1	
Activity 2	
Activity 3	

Describe a method that students could use to track their progress during practice.

Using examples from the text and the standard you have chosen, describe one way in which you might scaffold and one way in which you might extend the lesson.

Scaffold	Extend
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Practicing Skills, Strategies & Processes

Key Terms and Ideas for Implementation of Instructional Techniques

Use the space below to record key terms and ideas that are essential for the implementation of each instructional technique.

Instructional Technique 1: Close Monitoring
Instructional Technique 2: Worked Examples
Instructional Technique 3: Frequent Structured Practice
Instructional Technique 4: Fluency Practice
Instructional Technique 5: Varied Practice
Instructional Technique 6: Practice Before Tests

For additional reflection questions, refer to page 114 in the text.