

Pittsburg Direct Instruction Model

Criteria for Transitional Checking For Understanding (CFU):

85% Before Moving on

Teaching Standard/Chunk:

R.1.K.9 w/ prompting & support, I'd basic similarities in and diff. bet. 2 texts on the same topic (e.g. in illustrations, desc, and or procedures)

Instructional Expectation:

(What will students produce to show evidence of their learning?)

Students will be able to orally state a similarity and a difference using a sentence stem

I. Opening:

I = I'm doing the thinking

- Student Friendly objective:

Today, we will learn how plants are similar and different,

DOK Level:

1

- Activate Prior Knowledge/Hook:

Compare/contrast 2 random students:

___ has ___, but ___ has ___.

Both ___ and ___ are similar b/c ___.

- Importance to Student:

This is important b/c it will help you make better decisions. For instance... (give lollipop example, library books, pets)

Transitional CFU: Chant, pair share

OBJECTIVE

What are we learning about today?



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II. Presentation of Material:

I =

- Concept Development:

- Definition(s)

similar: same, alike

compare:

different: not alike

DOK Level:

(T.P.R)

- Examples/Non-examples (when appropriate)

Pencil vs. Pen

Both the pencil & the pen are similar because they are for used for writing.

But, they are different b/c the pencil has lead and the pen has ink.

Transitional CFU: What does similar mean?

DEFINITION

whisper shout chant pair share different sticks



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III. Build Schema/Teacher Model:

I =

DOK Level:

Real/fake plants

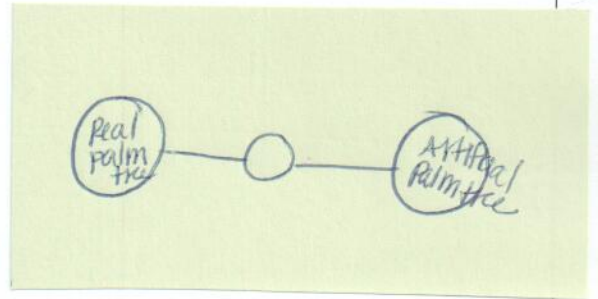
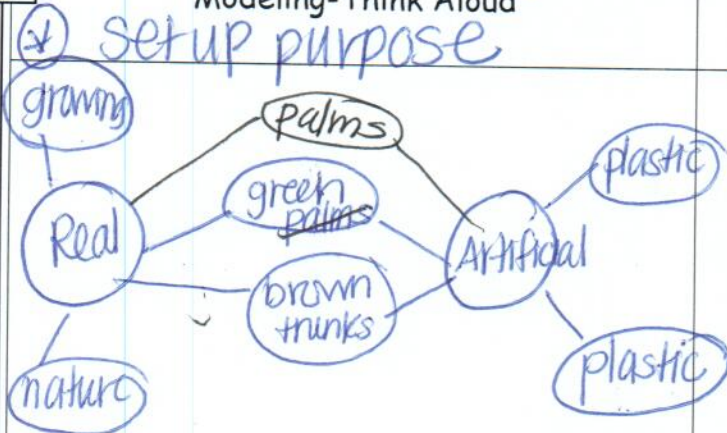
p. 1 Wonders Vol. 3

TEACHER

STUDENT

Modeling-Think Aloud

Active Engagement
Processing Teacher Thinking



This is (skill) because (processing).
Why/How did I know?

I

In looking at this photograph, I see 2 palm trees. I'm going to think to myself about how these 2 palm trees are similar and different.

Repeating.
Using stems
Both — and — are similar _____.

First, I see that they both have _____.



Transitional CFU: _____

HOW DID I DO THAT?