

Direct Teaching Of Skills/Procedures Strategy

SURFACE	Example: <i>Compare and Contrast</i>
1. Define the Skill/Procedure	Comparing and contrasting is identifying similarities and differences to determine the degree to which two or more are the same or different.
2. Define the related concept.	A comparison is a similarity . A contrast is a difference .
3. Identify Steps (Procedures) in the Skill/Procedure.	Step1: Identify the criteria for an analysis. Sometimes criteria is given and sometimes students need to generate it. Step 2: Analyze the information and provide details for each item being compared/contrasted according to the criteria. Step 3: For each criteria, determine the degree to which the items are similar or different. Step 4: Conclude the degree to which the two items are similar or different. Step 5: Represent your analysis and conclusion.
4. Identify Key Concepts in the Steps a. Ensure students understand the concepts before proceeding, including the concept directly related to the skill (eg. <i>Discussion</i> is the related concept to the verb/skill <i>discuss</i>).	Step1: Identify the criteria for an analysis .Sometimes criteria is given and sometimes students need to generate it. Step 2: Analyze the information and provide details for each item being compared/contrasted according to the criteria. Step 3: For each criteria, determine the degree to which the items are similar or different. Step 4: Make a conclusion about how similar or different the items are. Step 5: Represent your analysis and conclusion.
5. Identify Key Sub- Skills in the Steps a. Ensure students are competent in the sub-skills before proceeding.	Step1: Identify the criteria for an analysis. Sometimes criteria is given and sometimes students need to generate it. Step 2: Analyze the information and provide details for each item being compared/contrasted according to the criteria. Step 3: For each criteria, determine the degree to which the items are similar or different. Step 4: Make a conclusion about how similar or different the items are. Step 5: Represent your analysis and conclusion.
5.Share and model the steps.	Choose a simple problem to investigate. Example: <i>Compare and contrast these two home-made boats.</i> <i>Criteria can be : volume, mass, density, height, length, width</i>
6. Provide opportunities to for guided practice.	<i>Can this skill be used in any other course?</i>

<ul style="list-style-type: none"> At the start, use “easy” texts so that learners can focus on the skill and not have their attention competing with understanding the text. Use intermittent (not massed) practice with increasing complexity and a variety of contexts to support transfer. Use the steps to assess and provide feedback. 	<p><i>Can any of the sub-skills be used in any other course?</i></p> <p><i>Can any of the associated concepts be used in any other course?</i></p>
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Criteria (Stage of Development)	Spinach	Sunflower	Similar or Different
Seed Size			
Time to Germinate			
Growth Stage			
Maturity Time			
Life Span			
Compare/Contrast Scale: Different > Somewhat Different > Somewhat Similar > Similar			
Conclusion:			

References

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