O-M-P-F

1. Objective

a. What will the learner be able to do (results)
b. Include criteria of acceptable performance (master, introduce, review) - Standards
c. Check test, when planning unit
d. Check homework, when planning lesson

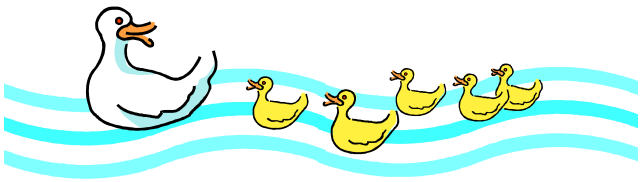
The students will be able to ...

(active verb)

2. Modeling

a. Direct Instruction strategy

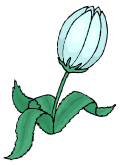
I do	direct instruction
We do	guided practice
You do together	collaborative learning
You do alone	independent practice



b. Repeat process for every objective

3. Practice

a. Robert Marzano:
   i. Learning new content require practice spread over time
   ii. Shaping phase: do not emphasize speed
   iii. Focus practice on one aspect at a time and fewer examples
   iv. Ensure understanding of how skill or process works
   v. Homework is the last step (ensure accuracy and independence)



b. Pat Belvel:
   i. Stages of learning
      1. Formative stage: forming the information in our brain
         Frustration level – introductory knowledge
         Instructional level – success with teacher support
         Independent level – success and mastery
      2. Summative Stage: information has been stored, we can recall it and have mastery over it
   ii. Practice levels need to be shaped toward independent practice
   iii. Practice needs to be monitored during the initial stages (immediate feedback)
   iv. Accuracy level required for each practice is 85% to 90%
   v. Practice needs to be distributed over time to ensure retention

4. Feedback

a. About what is correct and what is incorrect
b. Keep working on a task until they succeed
c. Needs to be timely: the more delay the less improvement in achievement
d. Needs to be specific: the more specific the better

Now you know the addition facts, you need to work on your speed