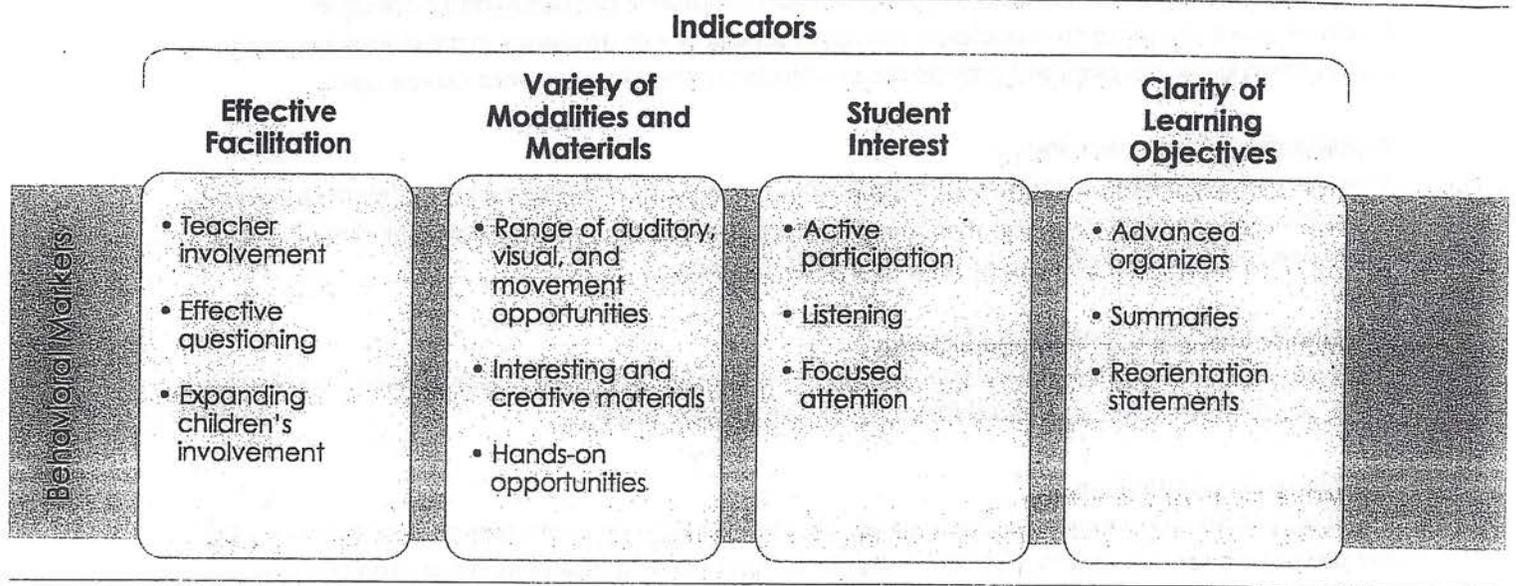


Instructional Learning Formats



What is it?

Instructional learning formats measures ways in which teachers maximize children's interest, engagement, and ability to learn from lessons and activities. In classrooms with effective instructional learning formats, teachers provide instruction using many modalities, such as visual, oral, and movement, look for opportunities to actively engage children, and facilitate learning during group lessons, centers, and one-on-one time.

Why is it important?

Children who are interested and engaged in classroom activities and lessons learn more. By facilitating active interest and engagement, teachers ensure that children will get the most out of the instructional opportunities presented in the classroom.

How can I provide effective instructional learning formats in my classroom?

Use appropriate materials and make them available.

Prepare and use age-appropriate, interesting and relevant materials. Make these materials available to children at centers or workstations. Look for opportunities to include interesting materials in group lessons as well.

Actively involve children.

Plan activities that encourage participation. Think about questions to ask and ways to invite children to participate. Encourage children to count aloud or chorally respond to shared information, such as a repetitive line of story text, a song, or a nursery rhyme. Ask children to pass out materials, turn pages, or use manipulatives.

Present information using a variety of modalities.

Plan activities so that children have interesting things to look at, listen to, or touch. When appropriate, provide opportunities that allow children to move. This may be as simple as doing hand movements during a song or as active as reenacting a story.

Get involved.

Although children can learn a lot during independent and peer play, they learn the most when their play and learning are facilitated by an adult. This is particularly important during center time. Make sure to move around to different centers, talk to children about what they are doing, and push the learning opportunities provided by the center. It is important to note that you can enhance these learning moments without being overly directive or interfering with children's independence. For example, if a few children are playing in the block area, sit down with them, ask about what they are building, and talk to them about what their plan is for their building. This will help develop their planning skills and keep them productively engaged in the activity for a longer time.

Share their interest and enthusiasm.

Have fun, too! Clap, sing, or join in. If you demonstrate your interest and enthusiasm for activities, the children will as well.

Ask many questions.

Ask questions that direct the children's attention to what you are discussing. Young children can quickly lose focus if they don't have an active role in an activity.

Provide consistent, clear learning activities.

Think about squeezing as much instructional time into the day as possible. Provide an alternative activity for children who complete a task early. Give short, simple instructions.

When appropriate, clearly state the learning objective of an activity.

When appropriate, explicitly state learning objectives at the beginning of an activity. This helps children to focus their attention on the learning objective. For example, tell the children that as you read a poem they will listen for the sound the letter 'B' makes, which is /b/, and they will clap every time they hear the /b/ sound.