

Comprehension of Directions

CO-TEACH
PLAY # 76



As one partner describes and demonstrates how to create a physical model (foldable pocket chart for sorting responses) the other writes or displays the text needed to label each section on the board or screen. Partners focus students' attention on each other's input when appropriate.



ACTION: Provide multiple types of input when modeling tasks to students.

Some coordination and/or advanced planning may be required.

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If both partners are operating in the visual field, care should be taken to avoid competing input and/or non-essential duplication of efforts. In this case, each partner's input complemented the other's. Teachers also addressed the need redirect students' visual attention when needed.

1a Student Engagement
2a Teacher to Teacher Communication
4a Management of the Learning Environment

Also impacted

3b
Comprehension of Directions

Most impacted