****

Activity 5.29 – Analyze a Curriculum Example

*Apply your Knowledge*

Workbook

Here is a way of reviewing students’ knowledge of moon-related vocabulary words. Examine the checklist and decide how to incorporate appropriate use of prompts.



***Curriculum Example***

Objective: students will use moon-related vocabulary words correctly

Define the terms *gibbous, waxing, waning*

1. A list the vocabulary words is displayed on the screen
2. Teacher says the new word and students repeat the word
3. The teacher and students read the definition of each word together
4. The teacher elaborates on the definitions by giving examples and hand gestures to illustrate each (gibbous= hand over fist for larger than half)
5. An incomplete sentence is displayed on the screen:
	1. It is the first quarter, so the moon is\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. If the moon is not half, full, or new, it is a moon.
6. Students complete the sentence by selecting the appropriate moon-related vocabulary word.

**Provide appropriate prompts**

* Design a variety of prompt types linked to task and likely student need
* Change level of prompting in response to student’s progress

Variety of prompts?

Change level of prompting?