

Direct Instruction by the Teacher

- § State the concept to be learned or pose a question. (“Today we are going to learn about capitalism” or “What is a peninsula?”).
- § Identify the defining characteristics (critical attributes) of the concept. Classify, cluster, or group the common attributes.
- § Present the students with several examples of the concept.
Have them determine the pattern revealed by the attributes to develop a tentative mental model or generalized mental image of the concept.
- § Present some non examples. The non examples must violate one or more of the critical attributes of the concepts. Begin with the best non example.
- § Have students develop a definition of the concept based on its category and critical attributes.
- § Apply the definition to a wide variety of examples and non examples.
- § Refine, modify, or adjust the definition of the concept to incorporate further examples identified.

Direct instruction can be used with either concrete or defined concepts.