

FEAP 3d.-Modify instruction to respond to preconceptions or misconceptions

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>The teacher says, “If you’d just pay attention, you could understand this.” (D)</p> <p>The teacher displays the answers to a worksheet at the end of class.</p> <p>The teacher says, “I realize not everyone understands this, but we can’t spend any more time on it.” (D)</p> <p>When a student asks a question during a lesson, the teacher says “let me keep going and maybe I’ll answer it with what I cover.”</p>	<p>The teacher discusses the answers to a worksheet at the end of class.</p> <p>The teacher makes a K-W-L chart with the class before a unit on “Insects.”</p> <p>Teacher says, “I read your posts with examples of figurative language last night. Let’s look at some of them to decide/clarify whether or not they are good examples.”</p> <p>The teacher asks students to predict the plot of the read aloud after previewing the front cover.</p>	<p>The teacher says, “Let me try this another way” then uses another approach. (D)</p> <p>When some students look confused, the teacher asks another student to explain their answer to the class.</p> <p>When making an “Insect” K-W-L chart with the class, the teacher notes the misconceptions with a star.</p> <p>“I see the confusion, but a “baker’s dozen” is when the baker throws in an extra one for free so it is really thirteen.”</p> <p>The teacher says, “After looking over yesterday’s exit cards, it appears that there is some confusion about how to write similes so let me present it another way today.”(D)</p> <p>When a K student says, “The book is going to be about farmers because there is a rake on the cover” the teacher says “that is good thinking, but I have a rake at my house, too.”</p> <p>The teacher assigns a “One-Minute Paper” asking students to respond to the prompt, “Explain the most significant event during World War I?” (D)</p> <p>The teacher notices that several students miss an</p>	<p>The teacher stops mid-stream in a lesson and says, “This activity doesn’t seem to be working? Here’s another way I’d like you to try it!” (D)</p> <p>When some students look confused, the teacher asks students to discuss their answers with their tablemates.</p> <p>When making an “Insect” K-W-L chart with the class, the teacher notes the misconceptions with a star and tells class they will be revisiting those particular points throughout the lesson.</p> <p>Teacher says, “If you are still a bit confused about how to use commas in a series, come to my desk and I will share some new ways to think about it.”</p> <p>“I see the confusion, but a “baker’s dozen” is when the baker throws in an extra one for free so it is really thirteen. So how many doughnuts would you get if you get 2 “baker’s dozen?”</p> <p>When a K student says, “The book is going to be about farmers because there is a rake on the cover” the teacher says “that is good thinking, but I wonder if that is the only place a rake is used?”</p> <p>The teacher notices that</p>

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		<p>item on the quiz and considers reasons why that is so. (M)</p> <p>The teacher gives the students a list of questions to keep in mind before reading, "The Scarlet Letter." (M)</p>	<p>several students miss an item on the quiz so he discusses the content with the class the next day when he returns their papers. (M)</p> <p>The teacher gives the students a list of questions to keep in mind before reading, "The Scarlet Letter" and has them answer the questions afterwards. (M)</p>
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Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

Resources:

<http://www.designedinstruction.com/learningleads/misconceptions.html>

<http://voices.yahoo.com/understanding-student-misconceptions-school-9156569.html>

www.dese.mo.gov/divimprove/curriculum/science/SciMisconc11.05.pdf

Misconceptions and Knowledge Gaps

http://www.stemresources.com/index.php?id=51&Itemid=69&option=com_content&view=article