Teach Like A Champion 3.0 by *Doug Lemov*

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Ch	Main points/techniques	Do this
1. 5Them	1. Cognitive architecture development = building LTM, managing WM 2. Habits accelerate learning by freeing WM 3. Students learn about what they attend to 4. Motivation is social 5. Teaching well is relationship building	• have routines • normalize paying attention and taking part • teach well to build good relationships
2. Lesson Preparation	Planning = deciding what, preparation = deciding how ...using these techniques: 1. Exemplar Planning: write out your answers to your questions, helps you notice what is wrong/why it's wrong and change their thinking 2. Plan for Error: ask 'what will they get wrong/misunderstand', how to help in advance/during, avoid curse of the expert 3. Delivery Moves: plan for all students interacting with lots of questions/retrieval practice 4. Double Plan: means plan not just what you are doing but also what the students are doing. Booklets have everything in one place, promote pace, clear adaptable road map 5. Knowledge organizers: KOs have vocab + knowledge structured appropriately to enable students to engage fully	• consciously prepare, not just plan • WRITE DOWN the answers to the qs you will ask • identify misunderstandings in advance + how to help • plan who will participate + how • plan time stamps extra backup qs • plan segues to prior material • use packets/booklets with 'striver' questions • use knowledge organizers often
3. Check for under-standing (CfU)	6. Replace self-report: students are poor judges of their understanding 7. Retrieval practice: plan spaced recall/apply multiple examples of learned material/skills after a period of forgetting 8. Standardize the format: keep style e.g. booklets the same for ease of data collection 9. Active observation: write down what you see – you won't remember their progress 10. Show me: use methods where all students present at the same time that you can assess at a glance 11. Affirmative checking: either you check, or they check that they are ready to move on 12. Culture of error: 'I taught it but did you learn it' checks work if Ss are safe to make mistakes – work hard using your response to wrong AND right answers 13. Show call: finding and studying mistakes with openness and fascination is gold, but ask permission to share, student examples are better than using a rubric 14. Own and track: If you aren't really clear about correct answers Ss can go away confused (some studies show incorrect examples support negative knowledge)	• never say 'do you understand' • use cold calling with planned qs • use retrieval practice/other data gathering in the same format • plan for what to observe/record about their progress • mini-whiteboards/hand signals →show me • plan for 'sign offs' (yours or theirs) • delay the right answer, welcome errors, praise risk-taking • discuss mistake making openly as a group (using 'we') • write down right answers + why wrong answers were wrong
4. Academic Ethos	15. No Opt Out: your words and tone indicate what you expect, which is all engage – sometimes make it super simple to get opt in 16: Right Is Right: you are the arbiter of 'right' – use it wisely and accurately, get a range of 'nearly there' phrases, and streamline 17: Stretch It: make the reward for 'right' = harder questions, make a culture that embraces that because of the insight it gives you 18: Format Matters: in teaching English, in science it means precision in language and phrasing – they won't know unless you tell them 19: Without Apology: don't apologise for the difficulty or extent, don't say it's boring, make challenge fun	• develop range of strategies to deal with 'opting out' to get opt in • hold out for 'all the way right' if poss or be honest if it's near but not there • stretch by asking follow-up/more diverse questions • be vigilant about the 'say it like I say it' • be explicit about the vigilance • describe the fun of learning hard things
5. Lesson Structures	20. Do Now: starting quickly with a quality task sets them up to expect pace and rigour, go over quickly, reinforce that they are doing well 21. Take the Steps: always remember the 'curse of knowledge', you're an expert, they're novices and learn differently 22. Board = Paper: note-taking is a skill that must be taught, progressively build habits 23.Accountable Independent Reading: sustained, focussed independent reading of challenging material is one of the most useful activities 24. FASE Reading: Fluency, Accountable, Social, Expressive in reading aloud 25. Circulate: there's a plane that starts at the first row of desks 26. Exit Ticket: are quick, yield data, are predictable, can be Do Nows	• m-ake a routine of quick written 'Do Now' that needs no instruction • always break it down at the start • plan to fade guidance/model • teach good note-taking • ramp up challenge of reading with clear accountability tools • break the plane, move around systematically, whisper, support • use exit tickets or stamps
6. Pacing	27. Change the Pace: aim for 'flow' not speed, continuously monitor, don't change too quickly or be too novel 28: Brighten the Lines: clearly indicate the start and stop points of activities for added pace 29. All Hands: make hands up the norm by varying reasons for doing it. 30. Work the Clock: time is the greatest resource – measure it 31. Every Minute Matters: use every minute for learning- prep questions for gaps	• change it up: direct instruction, turn and talk, qs from you, indep practice • use a distinct cue at the start/end • vary the way they raise hands for buy in • use odd times, use countdowns • prep/have 'back-pocket' questions

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7. Building Ratio Through Questioning	There are 5 purposes for questions: discovery/ application/ CfU/ retrieval practice/ perception-based. We want high Thinking Ratio AND high Participation Ratio. 32. Phrasing Fundamentals: Ss won't answer if it's too obvious, don't bait then switch the question 33. Wait time: wait time increases thinking – tell them that, narrate what they can think about then stop talking 34. Cold Call: helps build an inclusive, rigorous happy classroom with voice equity, accountability, CfU, pacing, but care with hands down all the time 35. Call and Response: getting everyone to say things together gives a chance to practice, increases energy/enthusiasm, enhances cohesion 36. Means of Participation: be *super* explicit about what participation you want/frontload instructions e.g. without shouting out/on your mini whiteboard 37. Break It Down: after a wrong/insufficient answer give smallest viable hint being careful not to reduce rigour by breaking it down too much	• ask perception questions that pre-empt understanding for novices • make the question worth thinking about • get comfortable with long wait times and stopping talking • make Cold Call positive, natural, predictable, universal, intentional • use 'question… pause… name' • use call and response… 'after me, 1, 2, 3' • teach them your routines, be explicit about what you want from the question • give hints that still mean they think e.g. rules, first step, example/non-example
8. Building Ratio Through Writing	38. Everybody Writes: formative (not summative) writing prompts throughout class, finding out, so 'what are some…' not 'what are the..', 39. Silent Solo: changing how they write changes how they think, make it an expectation, explain how silence improves focus 40. Front the Writing: it's usually at the end, but inject writing earlier so they've had time to think, and can better revise thinking 41. Art of the Sentence: developmental writing and syntactic control through deliberate practice 42. Regular Revision: revise at the level of sentence to shorten feedback loop, more precision in language	• encourage writing with 'stop and jot', then 'what did you write about?' • include *silent* reflections/answers that last minutes • do activity → writing → discuss for richer discussions + add 're-write' • give sentence starters for deeper thinking • suggest revisions by adding words/starters
9. Building Ratio Through	43. Turn and Talk: boosts participation/thinking, less threatening, you can listen in, but pitfalls: misinformation, off topic, not listening well 44. Habits of Discussion: a good discussion features useful comments that relate/connect ideas, not natural must be taught 45: Batch Process: establishing short sequences to have peer-to-peer discussions 46: Disciplined Discussion: needs topic and shared model of what it means to discuss something, manage the meta by feedback/modelling	• teach Turn & Talk expectations at the start • set time limit, care with content • teach discussion skills,attention, responses • let students speak in a row without comment • model how to respond in discussions
10. Procedures and Routines	47. Threshold and Strong Start: routines (what they do automatically) can be academic, cultural, procedural, all save time 48. Habits of Attention: what we attend to is what we learn, SLANT/STAR helps with distraction 49. Engineer Efficiency: well-designed (simple, planned, quick) procedures save time, hack attention, focus on the important 50. Routine Building: rollout, outline, model/describe, practice, praise, reboot when necessary (and it may be many times) 51. Do It Again: regular intervention to maintain proficiency, sets standard of excellence, promotes culture, reusable, ends with success	• explicitly establish routines Day1 – door to Do Now incl. resources, seating, homework • teach sit up, track, appreciate, rephrase • double plan every step of procedures • script procedures • make time to install routines • develop Props =what Ss when you praise • insert do-overs to practice proficient routines
11. High Behavioral Expectations	52. What to Do: directions need to be specific, concrete, sequential, observable, as concise as possible 53. Radar and Be Seen Looking: looking shows you care, 54. Make Expectations Visible: make sure you can quickly observe if they've done it 55. Least Invasive Intervention: non-verbal interventions, positive group correction, anonymous individual correction, private individual correction, lightning-quick public correction, consequence 56. Firm, Calm Finesse: Rules: catch it early, value purpose over power, 'thank you' is the strongest phrase, use universal language, bright face, use your confirmation glance 57. Art of the Consequence: a just, fair, manageable consequence is an act of caring, should be incremental, quick, consistent, as private as possible, depersonalised that maintain pace, get back on track 58. Strong Voice: people respond to tone, expression, body language as well as words for a strong presence so shift your register, show both shoulders/stand still, use economy of language, quiet presence, self-interrupt, time and place	• think through/script directions for clarity • make sure you can see, and be seen to be looking often • 'books open in front of you' not 'books out' • use interventions -100% on task all the time • consciously balance public/private correction and praise • use the rules for calm finesse • use bounce back statements to show path to success is available • plan fair incremental consequences that you explain to them • stop for instructions • tone it down to calm
12. Building Student Motivation and Trust	59. Positive Framing: Rules: assume the best, live in the now, plausible anonymity, narrate the positive and build momentum, challenge, talk expectations and aspirations 60. Precise Praise: reinforce actions not traits, offer objective-aligned praise, differentiate acknowledgement from praise, modulate and vary your delivery 61. Warm/Strict: make decisions based on long-term commitment to Ss growth not popularity 62. Emotional Consistency: keep your emotions in check – if emotional walk slow, criticize behavior not people, don't globalize, take your relationship out of it 63. Joy Factor: serve up joy with passion, enthusiasm, humour, joy = success after hard work or awe and wonder or as a result of flow	• before you speak think positive • focus on what they can do not what was • mix up the 'excellent' • be a 'warm demander' • explain what you're doing and why • use 'you didn't' not 'you don't • show consequences are temporary • address behaviour not individual • aim for joy not fun, or fun only sometimes • smile, show your joy