Teach Fast by Gene Tavernetti

Planning Summary by Helen Reynolds @itsalearningcurve.education

Content	Do This/Remember This
Introduction: Focused, Adaptable, Structured, Teaching, is based on how humans best learn, shorter more effective lessons, guided by research, 7 step plan + adaptable + cohesive + based on cognitive science	• Lessons can be structured for more efficient and effective first instruction
Chapter 1 Teaching and Learning (Structure vs Strategy): Lessons are successful if 90% of students can complete independent practice (IP), lessons are NOT successful because of too much content/low expectations, need to know about working memory (WM) and attention span, Primacy/Recency, based on this there are Optimal Windows for Learning (OWLs) OWL 1 = key ideas/expert thinking OWL 2 = closure/IP, lesson components are: set scene, set target for lesson, connect to previous learning, present new material, teacher modelling, they try it with help, student recall what they've learned, move to long term memory (LTM) through IP, plan in reverse order	• Less is more • Expect students to learn a lot • Be done talking when students are done listening • Students remember best what they did first and last • Plan with the end in mind
Chapter 2 The Preview: This is a question that will mean that ALL students connect to prior experience/learning/vicarious experience/knowledge from being alive in the world, will be a small step in their Zone of Proximal Development, should be directed to whole class with chance to respond but not necessarily to whole class, watch the time, don't use stories, adjust on the fly if they don't respond	• Plan an intentional question to whole class to engage all • Enable them to respond to someone: peer or you
Chapter 3 Learning Objectives: The success of a lesson is the extent to which students can complete IP that *exactly* matches the learning objective (LO), the LO should*: be short/identify the learning chunk for the lesson/ identify the limitations/be helpful to student AND teacher/don't say 'students will be able to..'/define the IP	• Successful lessons involve only ONE LO • Craft the LO to match the 'shoulds'* • Use academic language
Chapter 4 Review: Preview connects to previous conceptual knowledge but review connects previously taught constituent skills to new skills, uses questions to retrieve material from LTM, beware ineffective = going over homework/just telling them, plan first then decide questions to match new lesson in content and context, choose problems from IP/homework for ALL to review/do, don't give them hints or just give a quick reminder, feedback to entire class, leave review on board	• Never assume they know it from previous grades • Decide the review question after planning, which should require new skills
Chapter 5 Key Ideas: Teachers need to give an overview of the conceptual information and model how to organize it, knowledge is declarative (what to know) or conditional (when to apply it), what = definition in context/clear examples of what it is/criteria/non-examples/lots of practice/zoom in and out/concept maps/language frames/precise academic language/checking for understanding (CfU) questions need preparing in advance to be high level (how = performing a skill next chapter)	• Do 'what' before 'how' • Carefully choose key ideas/examples • Use 'whole – part – whole' structure • Prepare CfU questions in advance, use often
Chapter 6 Expert Thinking: Declarative (knowing what) vs Procedural (knowing how) – same framework as more alike than different, visual channel is #1 for learning + remembering, procedural = decide brief steps (don't worry about grammar)/EXPLAIN why those are the steps (need your deep conceptual understanding)/be precise (e.g. use 'if necessary')/must match ALL problem types so try it out with all the problems you choose for them, declarative = concepts and how to organize concepts/model with 'whole-part-whole'/choose concept map of whole/examples of parts/use language frames to secure correct language.	• Decide if content is what or how • Modeling = explain how AND why • Scaffold with different values • Explain by speaking in first person • Model 2 problems with care, have them watch • Use concept maps/language frames
Chapter 7 Guided Practice GP: Real learning is an outcome of effective GP watched by an expert, goal for student = multiple repetitions quickly with feedback, goal for teacher = gather formative data (to ascertain who is ready for IP/who needs further support), Procedural GP = aim is for automaticity/gradual release of responsibility GRR/scaffold before starting/get out of habit of helping every student immediately (explain why to students)/give brief whole class feedback Declarative GP = increasing cognitive demand/inflexible→flexible→application (Willingham)/GRR through remember-understand-apply/design structured activities (watch videos/compare notes) to bridge gap between key ideas + expert thinking and IP/don't let it just roll on – can always follow up next lesson	Procedural GP • Use only 3 GP questions • Limit time to do them and feedback • Stop talking while they are working! • Plan for whole class feedback Declarative GP • Prep inferential higher order qs • Reinforce content
Chapter 8 Closure: Final CfU before IP, aims are: adequate wait time/ALL involved/ constructive + instructive feedback/identify who doesn't know what, should take about 5 minutes, e.g.s how is X different from Y/how do you identify X/what's the mistake here/I used to think X now I think Y	• Write closure qs when you plan • DON'T recap lesson for them • Keep it simple/consistent
Chapter 9 Independent Practice: All IP: plan for it straight after deciding LO, remediate before setting as necessary, Procedural IP: *exactly* matches expert thinking and GP/can include previous material for distributed practice/might be immediate but could be later, Declarative IP: expert thinking and GP lead to more cognitively engaging task that *approximately* matches/should NOT involve new skills	• Don't trust textbooks for IP • Eight repetitions of skills are enough • Don't assign it if they're not ready
Chapter 10 Wrap Up: NO single most important component of the framework, important points/timing: Preview - 1-3 mins/all students don't need to share, LO – keep visible/return often, Review – 3-4 mins/ students respond to qs/no telling, Key ideas – time limited by OWL q/tie to preview, Expert thinking – only 2 examples/no student questions/leave one e.g. visible, GP – students immediately doing 100% of the work, Closure – check if they're ready for IP/correct misconceptions from answers to questions, IP – only when they are ready	• See the components as part of the whole • Don't tell them and think they've told you • Don't rush, and don't hang around!