



Turn the Light On

ELPS 1A. 1E. 1H. 2D. 2E. 2I. 4D. 4E. 4F. 4I

IP Rubric I-1, I-3, I-6, I-8

- How do I help my students understand difficult content?
- How can I keep them engaged during direct instruction?
- How do I cover all my content and not lose my students?

Why Turn the Light On works:

We can design and deliver direct instruction so that all our students, including those with language and learning challenges, can understand and remember complex concepts. Students understand more when we make conscious efforts to increase **comprehensible input**. Delivering information in different modalities increases the likelihood that all students will learn, because students process information in unique ways.



Suggested Turn the Light On strategies:

Comprehensible Input

Hook

Advance Organizer

Activate Prior Knowledge

Build Background Knowledge

Frontloading

Multiple Modalities

Chunk and Chew

Voice Modulation

Total Physical Response

Scaffolding

Native Language Resources

In the **Turn the Light On** routine, we regularly:

- Prep the brain.
- Teach it three ways.
- Drive home key points.
- Provide processing time.
- Monitor teacher talk.
- Scaffold to ensure mastery.

Turn the Light On tech tools:

[Discoveryeducation.com](https://www.discoveryeducation.com)

[Thinglink.com](https://www.thinglink.com)

[Blendspace.com](https://www.blendspace.com)

How to implement **Turn the Light On** in your classroom:

☑ **Prep the brain.**

Students understand and retain more when we prepare their brains for new learning:

- **Hook** students with a novel experience.
- Use an **advance organizer** to preview what students are going to learn.
- **Activate prior knowledge**, leading students to make connections between what they already know and what they are about to learn. Include real-world information.
- Help students understand why the new learning is important to them personally.

When students have little prior knowledge about a topic, **build background knowledge**, either with the whole class or **frontloading** for a small group.

☑ **Teach it three ways.**

During direct instruction, anchor important ideas and instructions visually, verbally, and in writing. The brain stores information in different locations depending on how it was received, so when you introduce new learning using **multiple modalities**, students are more likely to remember complex information.

☑ **Drive home key points.**

Cue students to focus on the most important information, whether you are presenting information orally, in writing, or both. Mention critical concepts several times, varying your explanations and examples. When you see that some students do not understand key ideas, try another approach.

☑ **Provide processing time.**

Pause at natural junctures to let students make sense of new information using the **chunk and chew** method. Vary modalities, so that students might think silently, discuss with a partner, make notes, sketch a new concept, or add to a collaborative web document. Model for students how to select and summarize main ideas and important details.



☑ **Monitor teacher talk.**

Regulate the amount, speed, and vocabulary of your teacher talk to ensure you do not give more input than students are able to process. **Modulate your voice** and use relevant hand gestures, incorporating **total physical response** when appropriate. Provide a synonym when using new academic vocabulary.

☑ **Scaffold to ensure mastery.**

Provide additional **scaffolds** to students as needed to ensure they have full access to new learning (either frontloaded or during direct instruction). Scaffolds include relevant videos, **native language resources**, PowerPoint slide handouts, manipulatives, outlines, and partially completed notes.