



Guided Discovery Model

Is about:



Main idea

Main idea

Main idea

Main idea

PLANNING

- Pick a topic
- Create clear learning objectives (what you want the students to know)
- Know the learning objectives
- Create or find examples and/or non-examples about the topic
- You need to have high-quality examples (all examples that the students need to understand the learning objective), a variety of examples (multiple), and context for examples (shows students how to apply the topic to the real world)
- Types of examples-concrete materials ("real thing", pictures, and models (visual representation))

IMPLEMENTING

- Phase 1: Introduction
 - Grab the students' attention and provide a conceptual framework for the lesson
- Phase 2: Open-Ended Phase
 - You need to promote student involvement
 - You can give examples, ask students to identify patterns, and then allow time to go into groups and discuss or you can have a lesson in whole-group and follow up with questions
- Phase 3: Convergent Phase
 - Guide the students' responses so that they target a specific learning objective
- Phase 4: Closure and Application
 - Students are able to state characteristics about the concept

ASSESSMENT

- Regular paper-and-pencil test
- Student portfolios/journals
- Informal assessment during discussion
- Critical thinking/short answer questions

MOTIVATION

- Students are motivated by their peers if working in groups
- Students are also self-motivated if they know that they will have a formal assessment after the lesson
- Students can also be motivated by the teacher

So what? What is important to understand about this?

The Guided Discovery Model is a great way for students to interact during the lesson whether it is whole-group or small-group discussion. This model is great because it can be used across different age groups with only slight modifications.

Guided Discovery Learning Lesson Plans

Ann C. Howe,Linda Jones

Guided Discovery Learning Lesson Plans:

Teaching Strategies for All Teachers Andrew P. Johnson,2017-10-04 This book is designed to be a professional development tool for both preservice and practicing teachers. It provides descriptions, explanations, and examples of a variety of research-based teaching strategies that will enhance your ability to teach effectively. These strategies are appropriate for all teachers, general education, special education, and content area specialists at all levels, kindergarten through graduate school.

Resources in Education, 1993-10 **The Teacher Shortage Challenge** Sidney W. Gilford, 2023-02-27 A teacher shortage exacerbated by the coronavirus pandemic has triggered an increased need for substitute teachers, leading to a shortage of subs. In response, many districts and states have resorted to extreme measures, engaging those who are untrained and lack experience. This revised 2nd edition substitute teacher book has been updated to reflect changes, including tips to help navigate uncertainties of the New Normal while continuing to serve as a means for preparation for substitute teaching and an on-site resource. In addition to topics such as Teaching Strategies, Classroom Management, and Lesson Plans, more than 30 Ready to Copy Classroom Activities labeled by subjects and grades are included. A goal of this book is to enhance abilities and skills for substitute teachers to serve beyond the role of a classroom monitor by providing information, methods, and activities which help support student learning and retention. Whether new or seasoned, regular substitute or filling in, during the shortage crisis, the contents of the book provide information and strategies to help substitutes feel comfortable and confident in a classroom teaching students.

Engaging Children in Science Ann C. Howe, Linda Jones, 1998 A guide to an activity-based course in science teaching methods for both pre-service and in-service teachers. Material is presented in the form of an extended interaction between a new and an experienced teacher. Lays out the theoretical foundation for constructivism and covers recent ideas on incl.

Frameworks for Integrated Project-Based Instruction in STEM Disciplines

Anthony J. Petrosino, Candace Walkington, Denise Ekberg, 2023-12-28 This book offers an original approach to STEM project-based instruction, emphasizing engineering design and standards-based accountability. It covers scaffolding, student-driven inquiry, driving questions, and lesson development. The book bridges research and practice, providing practical strategies for teachers and educators.

Teaching Science Through Discovery Arthur A. Carin, 1993 The eighth edition of Teaching Science Through Discovery has been extensively revised not only to inform the reader of sweeping reforms in science education but also to provide some perspective and strategies to initiate these reforms in science classrooms.

Moving and Learning Lesson Plan Manual Beverly Nichols, 1990 Science in Elementary Education Peter C. Gega, Joseph M.

Peters, 1998 Emphasizing the constructivist theory, this text provides an overview of science education. It also includes the use of technology, emphasis on the learning cycle approach, vignettes from classroom instructors, use of assessment, and the National Science Education Standards and resources which are given through the World Wide Web.

Science and Mathematics in Early-childhood Education Donna M. Wolfinger, 1994 **Teaching Modern Science** Arthur A. Carin, 1993

Guiding Children's Learning of Mathematics Leonard M. Kennedy, Steven Tipps, 2000 This text is a thorough and practical guide to teaching pre school through 6th grade level mathematics for the pre service and in service elementary school teacher Kennedy and Tipps have perfected a combination math methods resource book that is consistent with the 2000 National Council of Teachers of Mathematics NCTM Standards *Methods for Teaching* David A. Jacobsen, Paul D. Eggen, Donald P. Kauchak, 2009 Developed to address the need for a text that allows teaching fundamentals to be covered in a practical fashion this general methods text provides complete and concise coverage of the teaching act with a focus on planning and implementing classroom instruction and assessing student achievement in an era of standards and accountability With an emphasis on case studies and real life classroom scenarios and features including self check exercises portfolio assignments suggested field experiences and selected tools for teaching this text provides students with the resources they need to master the material presented in the text Publisher's website **INQUIRY TRAINING MODEL**

AND GUIDED DISCOVERY LEARNING FOR FOSTERING CRITICAL THINKING AND SCIENTIFIC ATTITUDE

SMITHA V.P., 2012-08 Inquiry Training Model and Guided Discovery Learning are two teaching approaches that are known to promote critical thinking in students This is a quasi experimental study to find their relative effectiveness in promoting critical thinking scientific attitude and science achievement This book describes the two approaches and also discusses critical thinking and scientific attitude in detail It was found that both these approaches are equally effective and better than the conventional classroom lecture method in science education *Our Bodies* Ann Flagg, 1995 Introduces students to the excitement of scientific discoveries and experiences with these hands on activities that are designed to stimulate young minds *Dynamics of Teaching Secondary School Mathematics* Thomas J. Cooney, Edward J. Davis, Kenneth B. Henderson, 1975 Classroom Computers Anthony C. Maffei, 1986 Philosophy in Classroom Teaching David A.

Jacobsen, 2003 For Philosophy of Education courses It's an often asked question How do I use educational philosophy in my classroom teaching This text is a comprehensive answer To clearly establish the applicability of philosophy to classroom teaching this text presents the basics of philosophy examines all of the major educational philosophies idealism realism pragmatism existentialism and post modernism and their main proponents and provides students with a thorough knowledge of each philosophy's fundamental discourse around education To this theoretical framework are then added real scenarios from real classrooms that demonstrate just how these erudite explorations translate into actual in front of the children teaching Student Teacher to Master Teacher Michael S. Rosenberg, Lawrence J. O'Shea, Dorothy J. O'Shea, 1991

Indian Writings on Education, 1979-1986 S. P. Agrawal, 1992 Teaching Methods for Today's Schools John Scott Hewit, Kathleen S. Whittier, 1997 This book moves teaching to a new dimension by integrating well documented instructional strategies with important new concepts of public school education Collaboration inclusion reflective teacher behavior and community involvement are infused throughout the book to show teachers how to collaboratively plan implement and

evaluate instruction with school age learners For professionals working in the field of education

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