

# Intentional Instructional Guide™

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# Intentional Instructional Guide™

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Ask, how can I plan the activity to address the needs and interests of diverse learners versus asking how might the activity be modified for a particular child.

## Overview

When working with young children (3 to 5 year olds), teachers face the challenge of creating a single lesson that will be interesting and relevant to a wide variety of learners while addressing common early learning outcomes. What is needed is a framework for addressing multiple needs, interests, and abilities within the same common activity.

Within this context, teachers are challenged to deliver developmentally appropriate and intentional instruction (Bredekamp, 2010; Jung & Conderman, 2013; NAEYC, 2007; NAEYC, 2009; Winton, Caron, Mondak, & Fowler, 2012). In other words, teachers must know who needs to learn what and be able to define and address multiple common child outcomes across the daily routine.

The intentional instructional guide™ provides a framework to address these challenges and takes intentional teaching to the next level by serving as a guide for planning, delivering, and revising specific “dosages” of instruction across the typical preschool routine. The goal of the intentional instructional guide™, is to anticipate the needs of a varied group of young children and ensure children receive individually appropriate instruction across a variety of daily activities. Associated with the guide, are intentional instructional sequences, which provide clear examples of planned, purposeful instruction and varied teacher actions to ensure children are engaged and supported within existing activities or lesson plans.

The intentional instructional sequences are intended to serve as a supplement to lesson plans, activity schedules, or other intervention plans. In other words, the instructional sequences are designed to provide guidance for delivering intentional instruction and do not serve as a replacement for all information needed to plan, deliver, and/or revise developmentally appropriate lessons.

Lastly, we encourage teachers to modify the instructional sequences by varying the materials, creating additional teacher actions or feedback, delivering the sequence during different times of the day, and considering multiple locations to deliver the instructional sequence.



# Intentional Instructional Guide™

The intentional instructional guide™ and associated sequences are for use with young children served across a variety of PreK group settings including Head Start programs, community child-care programs, and inclusive early childhood special education programs. Additional sequences, addressing multiple areas of development and content will be created over time as well as sequences for infants and toddlers (information available at <http://B2Kcentral.com>).

## Directions for Use

As stated previously, the guide and associated sequences are intended to provide a framework for approaching intentional instruction and to provide specific steps teachers can take to deliver instructional opportunities and give children feedback during the learning process. To get started, teachers should review the sequence, consider the broader activity or lesson they will be conducting, and then plan to deliver the intentional instruction during the specified time and at the specified location.

To deliver the intentional instruction, teachers merely state or do the suggested Teacher Actions provided in the “How to Teach” step of the sequence. To ensure children remain engaged and demonstrate the desired child outcomes, teachers also provide the Teacher Feedback described in step five.

The intentional instructional sequences can be printed, laminated, and posted across various locations within and around the classroom. Once downloaded, the sequences can also be read and/or “marked-up” on mobile devices using any number of pdf viewer/reader apps (e.g., GoodNotes, pdf-notes).

## Description of the Intentional Instructional Sequence

Each instructional sequence is comprised of five steps including What to Teach, When to Teach, Where to Teach, What to Teach With, and How to Teach. The How to Teach step is further divided into Teacher Actions and Teacher Feedback. The following table contains a description of each step of the intentional instructional sequence.



What to Teach	When to Teach (time of day)	Where to Teach (location)	What to Teach With (objects, toys, materials)	How to Teach	
				Teacher Actions	Teacher Feedback
<p>Planning any instructional sequence should begin with a discussion of what is being taught. What to teach comes from many sources including state early learning standards, developmental milestones, curriculum-based assessment items, curricular guides, and/or district benchmarks.</p> <p>Within the sequences – the What to Teach section references Big Ideas for Early Learning™ (Pretti-Frontczak, Jackson, Korey-Hirko, Brown, &amp; Smith, 2013) as the primary scope of “What to Teach”.</p> <p>Big Ideas for Early Learning™ present a way to think about outcomes for learning that show the connection between isolated facts, figures, and skills.</p>	<p>The preschool day is often divided into different activities and routines.</p> <p>Within the sequences, key times of the day are identified as opportunities for intentional instruction to be delivered and monitored.</p>	<p>Intentional instruction can take place in a wide variety of locations from inside the classroom, to within the larger building or structure where the classroom resides, to the larger campus or community the school/program is a part of.</p> <p>Many times the sequences encourage teachers to deliver instruction in locations that may be less obvious than what is typical practice (e.g. children are encouraged to write in the block area).</p>	<p>Just as teachers need to be intentional with what they are teaching, so too do they need to be intentional about the toys, materials, and objects used to deliver instruction.</p> <p>Within the sequence teachers are encouraged to use a wide variety of materials in order to represent what they are teaching in multiple ways and ensure child engagement.</p> <p>Each instructional sequence contains at least five suggested materials along with a visual representation of the materials.</p> <p>Many times the materials may be different from those typically found in a particular location and careful advanced planning will be necessary.</p>	<p>Scripts and prompts regarding what teachers can say and do as they embed instructional sequences into the activity are provided.</p> <p>All of the suggested teacher actions are grounded in research regarding effective instruction when teaching common outcomes to learners with diverse abilities.</p>	<p>Each instructional sequence ends or extends as a teacher provides children with feedback.</p> <p>A wide variety of suggested feedback options are provided to extend children’s growth and learning.</p>

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