Assignment: Identify how each of these methodologies will be most useful in your classroom and why you believe so. What research supports your belief? Specific references to the elements of those methods chosen are expected.

1. Formal/informal lecture
2. Demonstration/inquiry
3. Small group discussion/activity
4. Large group discussion
5. Discovery/experimental/inquiry
6. Questioning (based on Blooms)
7. Practice/drill

 I think all of these methodologies are important and useful in the classroom for different reasons. Formal and informal lectures will be useful to give students explicit information with which they are unfamiliar. This type of method many work better with older elementary students than with younger ones. The older elementary students will have longer attention spans and be able to take notes or write on a graphic organizer as I lecture. While this method is useful, it is not the most exciting for the students.

 Demonstration and inquiry is a way for the teacher to show the students how she wants them to do something. This is useful at the beginning of a lesson when students are unfamiliar with the procedure or the topic, but the teacher has just given an introduction. For instance, when labeling parts of a sentence, the teacher can write “DO” for direct object; “V” for verb; and “IO” for indirect object, showing the student on the ELMO as she labels these parts of speech. Then, the students will know where to label things on their own papers. An excellent of demonstration is watching an expert do something, like watching the DVD that came with the book, *Teach Like a Champion* in order to see how to teach effectively using the techniques presented in the book.

 Small group discussion and activities really allow students to help each other learn. Often students learn better from their peers than from the adult in the room. The teacher needs to monitor/assess and give feedback to correct any misconceptions that students may be spreading, though. Activities are useful because they provide a way for students to apply and extend what they have learned. Activities are motivating because students feel they are having fun and are using what they know for a specific purpose. Using small groups is especially effective in drawing out shy students who would not normally talk during class because they feel less intimidated with just a few other students listening rather than the whole class (Johnson 189). ELLs also feel safer sharing with a small group than with the larger group, in general.

 Large group discussion is important because student’s thoughts can be heard by a larger number of people and therefore, ideas can be examined and debated by everyone in the class. The downside to large group discussion is that not everyone may get a chance to contribute, and some students may “hide in the crowd” if they are unwilling or unprepared to participate in the discussion. The teacher should make sure to not favor certain students during large group discussions. It is also necessary to teach students how to have a productive discussion. One aspect of this is to teach how students should respond to other students’ comments. A list of phrase starters should be made into a poster for student reference (Lemov 96).

 Questioning is a very important strategy to use in the classroom because it allows the teacher to gain insight into what the student knows. This is a very good way to informally assess student’s comprehension. Lemov suggests using a technique called “Stock Questions.” The teacher asks a student a series of quick questions designed to push the student in the right direction and come up with the correct solution. The teacher uses this technique to reinforce ideas that the students have been exposed to many times previously in class and should know (Lemov 242).

 This technique leads into practice and drill and its importance in the classroom. Students need to practice what they have learned in order for it to become automatic. What professional pianist or athlete has come to success without practice? None! That is why it is just as important that we prepare students for intellectual rigor by making sure they put time into practicing basic math facts, sight words, vocabulary words, and scientific and/or math formulas that will help them succeed academically. The strategy, “No Opt Out” in Lemov’s book is the beginning stage of practice and drill. This strategy requires the teacher to make sure the student answers a questions, no matter if he/she knows the answer at first. If calling on another student is necessary, then so be it. The point is, the student must answer the question (Lemov 28).

 These are some of the most important methodologies to use in the classroom. When introducing a new topic, a lecture format is informative and efficient. When delving deeper into a topic, group discussion and activities support this end. Large group discussions involve everyone in the class either speaking or listening, which can be a good way to have the whole class learning together. Skill and drill is a necessary way for students to practice and reinforce skills they have learned. All these methods should be used in the classroom at different times throughout the curriculum, depending on the teaching goal and what the students need at that particular stage in the learning process.

References

Johnson, L. (2011). *Teaching outside the box: How to grab your students by their brains.* San Francisco, CA: Jossey-Bass.

Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college.* San Francisco, CA: Jossey-Bass.