**Activity #1 – Annotating Precise Directions and Narration**

*#1: “Morehouse, track me. Once you enter the room, go straight to your desks quickly and silently. You have 3 minutes to complete your Do Now. Start by silently writing your heading. Go.”*

**Precise Directions for MVP Drill – Round #1 (Script Provided)**

**Drill #1 Scripts:**

*#1: “Scholars, track me. When I say go, turn and face your partner. Discuss two ways to solve #4 in a whisper voice. Go!”*

*#2: “Harvard, I need your eyes. On 2, you will silently turn your desks back around and begin writing your final claim. 1, 2!”*

**Round #2: Precise Directions for MVP (No Script)**

**Directions:** Write precise directions for all three scenarios.

*Scenario 1: Scholars are completing their exit ticket (or independent practice) during your Math lesson, and now it’s time to transition to Social Studies. You would like scholars to put away their Math Materials and sit in SLANT so you can give them their directions for Social Studies.*

**Script:**

|  |  |
| --- | --- |
| **Element** | **Your Directions** |
| Attention Prompt |  |
| Cue to Begin |  |
| Physical **M**ovement |  |
| **V**erbal Behavior |  |
| **P**articipation |  |
| Narration |  |

*Scenario 2: You want your scholars (of any grade span) to transition from reading novels to writing in their journals.*

**Script:**

|  |  |
| --- | --- |
| **Element** | **Your Directions** |
| Attention Prompt |  |
| Cue to Begin |  |
| Physical **M**ovement |  |
| **V**erbal Behavior |  |
| **P**articipation |  |
| Narration |  |

***Precise Directions with MVP and Behavioral Narration***

**Feedback Cheat Sheet**

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| **Priority Points (focus on the mastery of these points first):**1. Teachers start with an attention prompt.
2. Teachers give precise directions that clarify movement, volume and participation.
3. Teachers provide a cue to begin.
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| --- | --- |
|  | **Constructive Feedback (“Next time try…”)** |
| **Attention Prompt** | * Starting with a **call to attention** (e.g. “Scholars, track me.”)
* Immediately **narrating two** students who are tracking (e.g. “Doug is tracking me. Dacia is tracking me”).
* Not talking until you have every student’s full attention **(Do not talk over)**
* **Squaring up and standing still** as you deliver your attention prompt
 |
| **Cue to Begin** | * Providing a **cue to begin** (e.g. “When I say go…”)
* **Repeating your cue to begin** if students start moving before you finish giving your directions (e.g. “And only when I say go…”)
 |
| **MVP** | * Clarifying **physical movement** (e.g. pencils moving quickly, turning and facing your partner)
* Clarifying **verbal behavior** (e.g. silently, in a whisper voice)
* Clarifying **participation** (i.e. the actual action you want students to do – pick up your pencil, discuss #2, etc.)
* **Checking for understanding** through cold call (especially if directions are long)
 |
| **Behavioral narration** | * Using a **neutral tone** and avoiding false praise when narrating.
* **Aligning narration** precisely to the MVP directions.
* Narrating **2-3 students (or groups)** who are following directions to set a positive tone, build momentum and ensure directions are heard
* Making sure narration occurs **within 2 seconds** of giving the direction
* Narrating **challenging students** when they are following directions
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