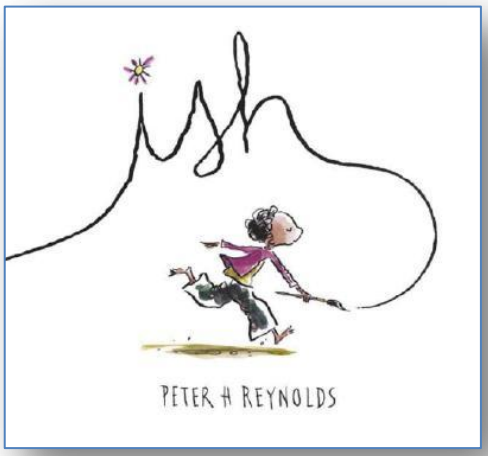
Dr. Jane E. Pollock

Elementary Session 3
Nov. 16, 2011
Nov. 17, 2011



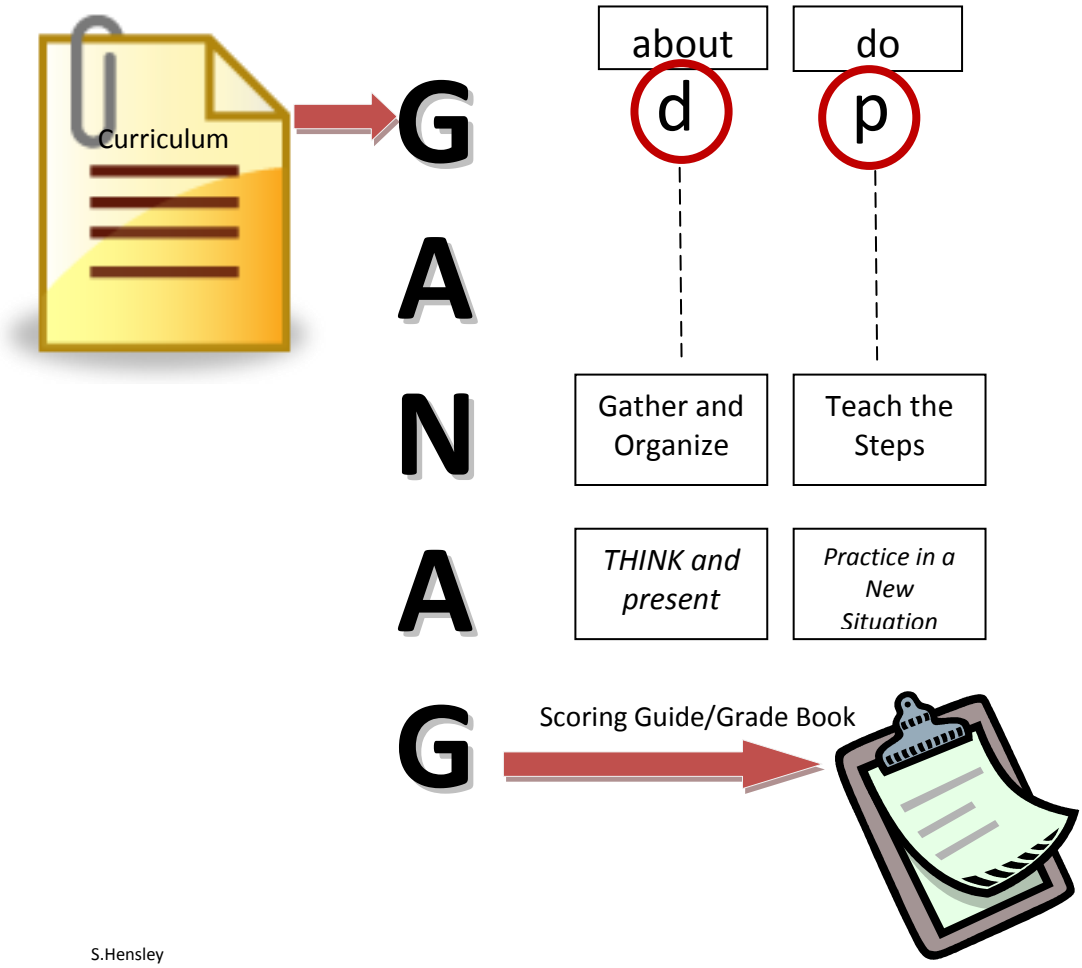
Goals:
To Increase

- ✓ Student Learning
- ✓ Pedagogical Automaticity
- ✓ Communication

We are working on GANAG**ish** lessons.

Sample GANAG lessons on the Rogers Webpage:
http://curriculum.rogersschools.net/modules/groups/group_pages.phtml?gid=1351594&nid=192414&sessionid=6aa9f1fe2a0cd76bfc4caab13204ce0e
OR
Go to *Curriculum*
Click on *Supporting High-Yield Strategies, GANAG and Technology*
Scroll down to *SAMPLE GANAG K-12 Lessons*

Declarative and Procedural Knowledge



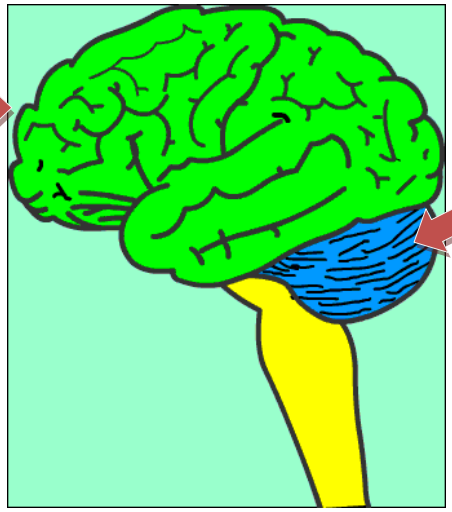
S.Hensley
Rogers Public Schools

Teachers often struggle with the idea of teaching declarative knowledge because so many of us were trained with Madeline Hunter's model. It appears to make all knowledge seem procedural.

1. Set the Objective
2. Anticipatory Set
3. Input and Modeling
4. **Guided Practice**
5. **Independent Practice**
6. Closure

We now have access to neurological research that has shown that we process declarative and procedural knowledge in two different sections of the brain.

DECLARATIVE KNOWLEDGE
Processed in the Cerebrum
(frontal lobe)



PROCEDURAL KNOWLEDGE
Processed in the Cerebellum

Thinking Skills (a.k.a. Executive Functions) are very effective for learning declarative knowledge.

THINKING SKILLS

Identifying Similarities and Differences	Compare	Create an Analogy	Classify		
Use Analysis Techniques	Analyze Perspective	Create an Argument or Persuade	Analyze for Logical Fallacy	Analyze a System	
Generate and Test Hypotheses	Make a Decision	Solve a Problem	Investigate	Invent	Experiment

From *HOW TO BUILD A BETTER LESSON* handout