EXPLICIT INSTRUCTION Designing Lessons – Rules Webinar #4

PRESENTED BY: GINA HOPPER, DIRECTOR SESTA
The content of this session is expanded in Chapter 4 of this book:

Videos that illustrate explicit instruction can be found on this website.
www.explicitinstruction.org

The slides in this presentation were designed by Anita Archer and modified as needed by Gina Hopper.

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PURPOSES OF LESSONS

The participant will be able to:

1. Select appropriate academic rules for instruction
2. Word rules so that they are accurate and easy to understand
3. Design examples and non-examples for rule instruction
4. Develop systematic lessons for teaching academic rules
A Rule: Describes the relationship between a set of conditions and the specific outcomes or behaviors.

Usually stated as an “If-Then”:

If A (condition) occurs, Then B (outcome or behavior) should occur.

Example: sit + ing = sitting

Conditions: If a word ends in a CVC and you want to add a suffix that begins with a vowel, Behavior: double the consonant. Outcome:
DESIGNING LESSONS - RULES

- **Rules occur in every academic area:**
- As you read these rules, underline the conditions and circle the outcome or behavior.
  - **Math:** When the sum of a column is greater than 9, regroup
  - **Reading:** When c is followed by e, i, or y, the letter c has the sound /s/
  - **Spelling:** When a noun ends in ch, s, sh, x, or z, and you want to make it plural, then add es
  - **Grammar:** Periods and commas always go inside quotation marks
  - **Science:** When heat is added, then solids, liquids, and gasses expand
  - **Social Studies:** If the quantity produced increases, usually the price decreases (and vice versa)
The rules should be:

**Unknown**

**Important**

**Useful in the future**

Which one? Why?

- If the base word is not altered in any way then add -able
  Example: understand + able = understandable
- When a word ends in a vowel-consonant-final e and you want to add a suffix that begins with a vowel, drop the e
The wording of the rule should be:
  - accurate
  - easy to understand
  - brief
Which one? Why?
1. If you have two subjects in a sentence and both of the subjects are singular, and you connect them with or or nor (not and), then it will be necessary to use a matching singular verb.
2. If you use or or nor as a conjunction, use a singular verb.
3. When you have two singular subjects connected by or or nor, use a singular verb.
Example: My sister or my brother is fixing dinner tonight.
Step 1. Determine the critical attributes (one or more conditions under which the behavior or outcome occurs)

- When you have a series of three or more words or word groups, separate the words or word groups with commas.
  - Critical attributes
    - Series of words or word groups
    - Three or more

- When a word ends in a vowel-consonant-final e and you want to add a suffix that begins with a vowel, drop the e
  - Critical attributes
    - 
    - 
    - 

DESIGNING LESSONS - RULES
DESIGNING EXAMPLES AND NON-EXAMPLES

Step 1. Determine the critical attributes (one or more conditions under which the behavior or outcome occurs)

Feedback

• When a word ends in a vowel-consonant-final e and you want to add a suffix that begins with a vowel, drop the e
  • Critical attributes
    • Word ends in a vowel-consonant-final e
    • Add suffix that begins with a vowel
Step 2. Design examples

- All attributes are present
- A range of examples
- (Note: Teach exceptions to the rule separately.)

Spelling Rule: When a word ends in a vowel-consonant-final e and you want to add a suffix that begins with a vowel, drop the e.

Directions: Underline the examples. Then, examine the sets that include only examples and circle the set that has a range of examples.

Set 1.
hate + ing
shape + ing
write + ing
hope + ing

Set 2.
fame + ous
race + ist
slice + er
pile + ing

Set 3.
ripe + er
use + ful
flee + ing
store + age
Feedback
(Underline the examples. Then, examine the sets that include only examples and circle the set that has a range of examples.)

Set 1
hate + ing
shape + ing
write + ing
hope + ing

Set 2
fame + ous
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slice + er
pile + ing

Set 3
ripe + er
use + ful
flee + ing
store + age

Set 1. All the words are examples of the rule application. However, all of the endings are ing. Students might conclude that the rule only applies to adding ing.

Set 2. All the words are examples since the words end with a vowel-consonant-final e and all of the suffixes begin with a vowel. This set has a greater range of examples than Set 1 because the suffixes begin with a variety of vowels.

Set 3. Two of the words are non-examples, useful as non-examples but not examples. The suffix in useful doesn’t begin with a vowel. The word flee doesn’t end in a vowel-consonant-final e.
Step 2. Design examples

• All attributes are present
• A range of examples
  *(Note: Teach exceptions to the rule separately.)*

**Reading Rule:** When the letter *c* is followed by *e* or *i*, the letter *c* has the sound /s/.

**Directions:** Underline the examples. Then, examine the sets that include only examples and circle the set that has a range of examples.

<table>
<thead>
<tr>
<th>Set 1</th>
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<th>Set 3</th>
</tr>
</thead>
<tbody>
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<td>census</td>
<td>force</td>
<td>mice</td>
</tr>
<tr>
<td>cinch</td>
<td>since</td>
<td>place</td>
</tr>
<tr>
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<td>cease</td>
<td>fence</td>
</tr>
<tr>
<td>city</td>
<td>success</td>
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</tbody>
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## Feedback

**Reading Rule:** When the letter c is followed by e or i, the letter c has the sound /s/.

**Directions:** Underline the examples. Then, examine the sets that include only examples and circle the set that has a range of examples.

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**Set 1:** All of the words in Set 1 are examples, having the letter c followed by e or i with the sound s. There is also a range of examples with the c followed both by e and i.

**Set 2:** All of the words contain a c followed by e. However, success would be a confusing item given that it has two c’s representing both sounds.

**Set 3:** All of the words in Set 3 are examples. However, it is a very narrow set of examples. The letter c’s are all followed by an e at the end of a word.
Designing Lessons - Rules

Designing Examples and Non-Examples

Step 2. Design non-examples

- One of the critical attributes is missing
- A range of non-examples

Rule: When a word ends in a vowel-consonant-final e and you want to add a suffix that begins with a vowel, drop the e.

(Underline the non-examples. When done, circle the set having a range of non-examples.)

Set 1.
- hate + ful
- shape + ly
- write + ing
- time + less

Set 2.
- time + ly
- sure + ly
- like + ness
- store + age

Set 3.
- agree + ment
- hope + ing
- hope + ful
- require + ment
SET 1: All of the words in Set 1 are non-examples, words in which the e would not be dropped. However, only the second attribute (the suffix begins with a vowel) is altered. This set of examples would not force the students to consider the first attribute that the word ends in a vce.

SET 2: All of these words are non-examples, words in which the e would not be dropped. Three of the words do end in a vce but have a suffix beginning with a consonant. The final word is also a non-example. Though the suffix begins with a vowel, the word see does not end in a vce.

SET 3: Two of the words are non-examples, not requiring you to drop the e because the suffixes begin with a consonant. Agreeing draws attention to the other critical attribute, that the word must end with a vcv. However, hope + ing is an example for the e will be dropped.
USE MINIMAL PAIRS

A minimal pair contains an example and a non-example that differ on only one critical attribute.

Minimal pairs encourage careful examination of examples and non-examples and reduce guessing.
**Rule:** When a word ends in a vowel-consonant-final e and you want to add a suffix that begins with a vowel, drop the e.

<table>
<thead>
<tr>
<th>example</th>
<th>non-example</th>
</tr>
</thead>
<tbody>
<tr>
<td>hope + ing = hoping</td>
<td>hope + ful = hopeful</td>
</tr>
<tr>
<td>shape + ed = shaped</td>
<td>shape + less = shapeless</td>
</tr>
<tr>
<td>manage + er = manager</td>
<td>manage + ment = management</td>
</tr>
</tbody>
</table>
**Rule:** When a word ends in a consonant *y* and you want to add a suffix, change the *y* to *i* unless the suffix begins with *i*.

<table>
<thead>
<tr>
<th>example</th>
<th>non-example</th>
</tr>
</thead>
<tbody>
<tr>
<td>reply + ed = replied</td>
<td></td>
</tr>
<tr>
<td>worry + some = worrisome</td>
<td></td>
</tr>
<tr>
<td>vary + ance = variance</td>
<td></td>
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PRACTICE ACTIVITY

Select one of the sample lessons.

Study the lesson, noticing the use of examples and non-examples.

Teach the rule lesson to your partner.
INSTRUCTIONAL ROUTINE FOR TEACHING RULES

Step 1. Introduce the rule
Step 2. Illustrate the rule with examples and non-examples
Step 3. Guide students in analyzing examples and non-examples, using the critical attributes
Step 4: Check students’ understanding using examples and non-examples
QUESTIONS
Idaho Training Clearinghouse

Find the following on the ITC:  WWW.IDAHOTC.COM

- Statewide Calendar
- Online Training Registration
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Cari Murphy  Project Director
Shawn Wright  Webmaster/ISD
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