

COMPONENTS OF INFUSION LESSONS

INTRODUCTION TO CONTENT AND PROCESS

Teacher's comments to introduce the content objectives

The lesson introduction should activate students' prior knowledge of the content and establish its relevance and importance.

Teacher's comments to introduce the thinking process and its significance

The lesson introduction should activate students' prior experience with the thinking skill/process, preview the thinking skill/process, and demonstrate the value and usefulness of performing the thinking skillfully. The introduction serves as an anticipatory set for the thinking process and should confirm the benefits of its skillful use.



THINKING ACTIVELY

Active thinking prompted by teacher questioning and graphic maps

The main activity in the lesson interweaves the explicit thinking skill/process with the content. This is what makes the content lesson an infused lesson. Teachers guide students through the thinking activity by using questions phrased in the language of the thinking skill/process and by using graphic organizers.



THINKING ABOUT THINKING

Distancing activities that help students think about the thinking process

Students are asked direct questions about their thinking that prompt them to reflect about what kind of thinking they did, how they did it, and how effective it was.



APPLYING THE THINKING

Transfer activities that involve student-prompted use of the skill in other examples

There are two broad categories of transfer activities: (1) near or far activities that immediately follow the substance of the lesson and (2) reinforcement of the thinking later in the school year. Both types of transfer involve less teacher prompting of the thinking process than in the Thinking Actively component of the lesson.

Immediate transfer

Near transfer

Application of the thinking process within the same class session, or soon thereafter, to content similar to that of the initial activity in the lesson. Decreased teacher prompting of the thinking is involved.

Far transfer

Application of the thinking process within the same class session, or shortly thereafter, to content different to that of the initial activity in the lesson. Decreased teacher prompting of the thinking is involved.

Reinforcement later

Application of the thinking process later in the school year to a variety of both near and far transfer