
Preface

Suppose you were to teach students the following information about the appearance of spiders and insects. How would you go about it?

Spiders have two body parts: the head and chest. They have eight legs and eight eyes. They do not have wings or antennae. Their skeleton is a hard outer shell that protects them.

A hard outer shell protects an insect's three body parts: head, chest, and abdomen. They usually have two big eyes and three smaller eyes between them. Six legs and one or two pairs of wings propel insects. Insects also have a pair of antennae for sensing things.

Simply giving students these blocks of information to learn is not the ticket. Most students employ weak learning strategies. Teachers can foster learning by helping students **select, organize, associate, and regulate** lesson information. When teachers do, they help students **SOAR** to success. Moreover, teachers can teach students **SOAR** strategies so they can learn effectively anytime, anyplace. Let's take a look.

Select

Spiders

Body Parts: 2, Head and chest

Legs: 8

Eyes: 8

Wings: None

Antennae: None

Skeleton: Hard outer shell

x **Teaching How to Learn**

Insects

Skeleton: Hard outer shell

Body Parts: 3, Head, chest, and abdomen

Eyes: 2 big and 3 smaller between them

Legs: 6

Wings: 1 or 2 pairs

Antennae: 1 pair

Organize

	<i>Spiders</i>	<i>Insects</i>
Skeleton	Hard outer shell	Hard outer shell
Body Parts	2: head, chest	3: head, chest, abdomen
Eyes	8	2 big, 3 small between
Legs	8	6
Wings	no	1–2 pairs
Antennae	no	1 pair

Associate

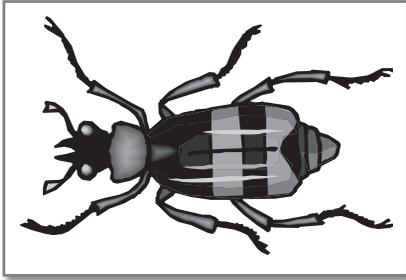
- Both have hard outer shells.
- Spiders have 8 eyes and 8 legs. Think of a spider like a table where each corner has 2 legs and each side has 2 eyes.
- Spiders have no wings or antennae. Think about Spiderman who had no wings or antennae.
- Both have heads and chests, but only the insect has an abdomen. Think about a bee (insect) with a fat belly.
- Insects have fewer eyes (5) than spiders (8) but compensate by having antennae to sense things.
- Insects have fewer legs (6) than spiders (8) but compensate by having wings for flight.

Regulate

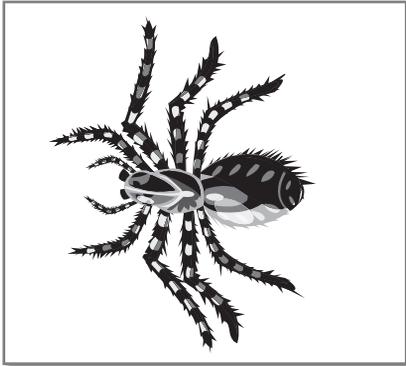
Answer spider, insect, or both.

1. Wings
2. Three body parts

3. Hard outer shell
4. Eight legs and eyes
- 5.



- 6.



Strategy Instruction

“Class, I gave you a chart comparing spiders and insects that helped you organize lesson information. The chart showed at a glance what the paragraphs could not show: similarities and differences between spiders and insects. The chart showed that both have hard outer shells; insects have more body parts than spiders, and have wings and antennae whereas spiders do not. Spiders, meanwhile, have more eyes and legs than insects. Creating a chart is an effective and useful strategy anytime you want to compare information and learn relationships. You’ll get a chance to practice when we later create a chart to compare various spiders and one to compare various insects.”

From this example, you can see that effective instructors do more than toss out information for students to learn. They teach in ways that ensure student learning and teach students *how* to learn. Teacher A is my name for those who teach in ways that ensure learning, and Teacher

A+ is my name for those who instruct like Teacher A *plus* teach strategies for how to learn.

Students need A and A+ teachers. Without them, many students are ineffective learners—even college students who note just 35% of important lesson points, organize those points in hapless lists and outlines, and study isolated facts using redundant strategies like re-copying, rereading, and reciting . . . ridiculous! Instead, students should use effective strategies that help them soar to success. They should select and note all the important lesson information; organize it using representations, instead of lists and outlines; associate the information so that meaningful relationships are learned rather than just isolated facts; and regulate learning by generating and answering testlike problems rather than employ redundant strategies. Unfortunately, students are not likely to learn this way unless Teacher A presents material in ways that foster SOAR strategies or unless Teacher A+ teaches students SOAR strategies that equip them to soar to success anytime, anywhere.

This book prepares you to teach like Teachers A and A+. Part I introduces you to the SOAR teaching system. It presents and models techniques you can use to foster and teach selection, organization, association, and regulation strategies. Part II covers three supporting topics: motivation, behavior management, and talent development. Here's why. Students cannot soar to success unless they are also motivated and in control of behavior. And, when all systems are go, talent can soar to extraordinary heights.

The focus of this book—helping students soar to success—makes it useful for all teachers, from those just starting out in teacher education programs to those with untold experience. It's appropriate for those in elementary, secondary, and post secondary education and across disciplines from art to zoology. And it's appropriate too for those who teach outside school boundaries such as coaches, club leaders, and parents. If you want practical, hands-on advice on how to help students soar to success, this book is for you.