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BOOK REVIEW

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Bibliography: Price, Kay M., & Nelson, Karna L. (2019). *Planning effective instruction: Diversity responsive methods and management*. Boston, MA: Cengage Learning. 341 pages.

Kay M. Price is a seasoned teacher, education instructor, and supervisor. She taught and supervised at Western Washington University for more than 30 years. She has also been a special education teacher and consultant in K-12 schools. Karna L. Nelson is an experienced teacher, education instructor, and supervisor; she taught for more than 25 years at Western Washington University. She was also a special education teacher and a K-12 school consultant.

In their book, Price and Nelson address how to plan lessons and activities that are effective in classrooms made up of highly diverse individuals. The diverse classroom has become a challenge for today's teachers. The book promotes the idea that diversity responsive teaching can be used as an important approach to the challenges of classroom diversity.

The authors discussed planning what to teach before the teacher starts his/her teaching. As the authors pointed out, planning for instruction begins with thinking about the content (p. 2), and an effective activity or lesson plan begins with specific objectives (p. 15). Teachers make important decisions about the content they teach. When they make such decisions, they need to know what students need to learn, which includes subjects and types of knowledge (declarative knowledge and procedural knowledge). At the same time, they need to think carefully about diversity and the content should be complete, inclusive, and connected to students' lives. Writing specific and measurable objectives can provide teachers with clear ideas of what they want students to learn. The principles of writing objectives include (a) write objectives that describe learning outcomes, not activities or assignments; (b) keep objectives clear and simple and save the creativity for instruction; (c) be sure to write objectives that present important learning outcomes.

The authors also talked about planning the teaching process by thinking of instruction, engaging critical teaching skills for focusing attention, presenting information, promoting active participation, planning practice and monitoring student learning, planning partner and small-group work, and selecting instructional interventions. In this part, instructional frameworks are available to

support teachers in determining the best instructional practices for the success of all students (p. 31). For example, Universal Design for Learning (UDL), Differentiated Instruction, and Response to Intervention (RTI) can be used to increase the chances of learning for the students' diversity. The critical teaching skills can be designed to help teachers draw students' attention to the importance of any lesson and activity. Effective questioning skills and strong openings and closing can be used to keep students focused and engaged during instruction. Explaining, demonstrating, using visual supports, clarifying key terms and vocabulary, and giving clear directions to students is also important for students to learn and practice effectively (p. 80).

The book presents how to create a good environment for teaching and learning. According to the authors, a positive context for teaching and learning should be created by supporting appropriate student behavior (p. 145). Teachers can create this context by connecting with each student, being responsive to diversity, encouraging compliance, and using universal and selected behavioral interventions (p. 152). After that, teachers can focus on classroom management by using critical management skills, which include gaining attention, communicating behavior expectations, acknowledging appropriate behavior (p. 172), monitoring student behavior, arranging the room, planning for logistics, and managing transitions (p. 189). Besides, the authors provided suggestions for responding to diversity and planning for the challenging class. They emphasized that teachers should implement these skills in their lessons and activities because making classroom management plan for lessons or activities are as important as the instructional plan.

In the end, the authors explained about writing effective plans for teaching and learning. According to the authors, there are two types of plans, for lessons and activities. Teachers need to decide when to write which type of plan. As for writing a lesson plan, teachers decide on the overall curriculum, divide the content into individual lessons, write specific lesson objectives and make sure each lesson fits the goal of the curriculum, then select a lesson model (p. 201). When teachers write activity plans, they need to make sure that the activities have a clear purpose. Activity plans vary greatly, but they include the same basic components such as preplanning tasks, activity beginning, activity middle, and activity closing. In this part, the authors also discussed lesson models used for writing plans and they are direct instruction, an informal presentation, and structured discovery. Through these lesson models, teachers can teach concepts, behavioral skills, and learning and study strategies. However, specialized planning is required when teaching these contents (p. 261). Through planning, teachers show the critical attributes of the concept, make students practice the skills by acting them out, provide extended practice opportunities for students to apply and generalize the learning, and study strategies that they learned.

The titles and contents of the book are well arranged and the main points are organized well. The language is clear and simple. Each section is arranged

logically and orderly, which leads readers to master the main points step by step. Each major knowledge is discussed and explained clearly. This book is highly recommended to anyone who desires to gain a general insight into curriculum making.

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