Teaching with the Model (I do)-Lead (We do)-Test/check (You do)-Verification (“You got it!”) Format

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 There are two powerful forms of teacher-student communication (instruction) that move quickly; keep students engaged, energized, and challenged; and just about ensure that all students quickly “get” what the teacher is teaching. These are the: (1) Model (I do), Lead (We do), Test/check (You do), Verification (“Yes! You got it!”) format, or MLTV; and (2) Socratic questioning (next chapter). This document focuses on MLTV. See references for examples and effectiveness.

 MLTV is a *main format when teaching tool skills*, such as beginning reading, math, spelling, and language. It is also used when we want students quickly to learn concepts/vocabulary, facts, rules, and routines that they will use *right now* in content subjects. For example, we might use MLTV to teach what aristocracy means, or a set of facts about current events, *for a few minutes during* lectures, text reading, demonstration, discussion.

 Here’s an example of MLTV. Ms. Gonzales just reviewed and firmed up earlier letter-sounds (m, a, s, e). Now the class will learn a new letter-sound. Please say the script along with Ms. Gonzales to see how each step builds on the last, and how quickly it goes. Student talk is in italics.

*Gain attention.*

Ms. Gonzales says, “My smart class, everyone show ready to learn. Sitting tall and calm…. Yes!...quiet… Looking at your fabulous teacher…. Okay, now we’re ready.” (See chapter 9, on Learning Readiness.)

*Frame instruction.*

“Now we’ll learn a new letter-sound. (points to the letter r). It’s in lots of words. Like rrram, horrrse, and floorrr. Here we go.”

*Model.* “Watch my finger… When I touch under this letter, I’ll say its sound…. rrrr…. Again, rrrr.”

*Lead (We do).* “Now we’ll say the sound of our new letter *together*… Watch my finger… Get ready…”

*rrrr*

“Again, get ready…” (Repeat to firm it up.)

*rrrr*

*Verification.* “We did it! rrrr.”

*Test/check (You do).* “Your turn, my terrific readers. When I touch under this letter, you say its sound… Get ready…”

*rrrr*

“Again…louder!”

*rrrr!!!*

*Verification.* “Yes, rrrr. Now, let’s read words that have our new (points) letter-sound…rrrr.”

It’s hard to imagine than any student will *not* get it that r says rrr when it’s taught this way.

 The second format is the *Socratic method* (back and forth questioning), which can be used (1) during lectures, demonstrations, discussion, projects, and text reading; and (2) along with the MLTV format. Here is an example. Student talk is in italics.

 Mr. Aristos says, “Here is a claim that eating food high in animal fats is dangerous to health.”

Our research leads to the conclusion that fat in red meat, eggs, bacon, and butter is a major contributor to heart disease. These foods should be replaced with low-fat and plant-based alternatives.

“Do the writers support their generalization (rule statement) with facts? If so, what facts?...”

*No facts… They just say that high fat causes heart disease…. And we are supposed to believe them.*

“Correct! What we want to know is, how many people get heart disease who *don’t* eat lots of animals fats?”

*Yeah, they don’t say?!... If people get heart disease without high-animal-fat, then obviously something else may be a cause.*

“So, what else might cause or contribute to heart disease?” *No exercise…. Overweight… Stress… Heredity…. Diabetes… High blood pressure.*

“Did the writers study this?”

*No.*

“So, is their claim valid? If not, why not?”

*Not valid…. Propaganda….. Pure baloney…. Not science.*

We’ll learn how to use Socratic questions in the next chapter.

 Learning with MLTV makes students *knowledgeable*. “I know how to solve these equations.” “I know the argument in the *Declaration of independence*.” Adding Socratic questioning helps students to “dig deeper”—to assess what they think they know or what they’ve read or heard. “I know what makes the argument in the *Declaration of independence* logically valid and persuasive.”

Let’s look more closely at MLTV.

Model (I do)-Lead (We do)-Test/check (You do)-Verification Is a Powerful Teaching Tool

When Do We Use MLTV?

 We use the MLTV format when we want students absolutely to “get it” right now---a small amount of knowledge that is needed to learn what is taught later.

* MLTV is the main communication format when we teach *tool skills*, such as reading. Why? Because the elements in tool skill knowledge are *tightly connected*. Some skill elements (saying sounds, saying letter sounds, saying words slowly and fast) are needed to learn later skills (reading words slowly and fast). So, the elements are taught in a tight sequence (one Task after another) in lessons, and then are integrated into the skill routine (decoding) that uses the elements. [Let’s read that sentence again together.]
* We also use MLTV when teaching content knowledge. We *briefly interrupt* the narrative, the reading, the demonstration, the discussion, or the project, and, for a minute or two, we teach a needed concept, fact, rule relationship, step in a routine, or behavior. And then we go on.

Here are examples.

Ms. Gonzales Uses MLTV to Teach Students to Sound Out Words

 Ms. G. taught the sounds that go with a, m, e, s, and r. Here is her format for teaching students to integrate knowledge elements (scanning words, focusing on the letters, saying the sounds) into the sounding out routine.

*The class reviews earlier letter sounds.* “Ready to review our letters?” *Yup!* “When I touch under a letter [m], you say the sound. Get ready…” *mmm.* “Yes, mmm.” When the class is firm, Ms. G. moves to the next step.

*Gain attention.* “Okay, my smart class, everybody show me ready to learn. Feet on the floor, calm and quiet, looking at Ms. Gonzales. [Verification.] You got ready so fast! Here we go.”

*Frame instruction.* “Now we’ll learn to sound out some new words. We can do it. Ready?” *Ready*

*Model (I do).* “Follow my finger as I touch under the letters [r a m]….. My turn. When I touch under the letters, I will say their sounds. I won’t stop between the sounds. Here I go. rrraaammm. Watch and listen again… rrraaammm.”

*Lead (We do).* “Now when I touch under the letters, you say the sounds *with* me. We don’t stop between the sounds… Get ready…” *rrraaammm.*

*Verification.* Yes! rrraaammm. You read our word rrraaammm with me!”

*Test/check (You do).* Your turn. When I touch under the letters, *you* say the sounds. Don’t stop between the sounds. Get ready…” *rrraaammm* “Again.”… *rrraaammm.*

*Verification.* “Yes, rrraaammm. You read rrraaamm all by yourselves. You followed my finger and you focused on the letters. Such good readers!”

Ms. Newton Teaches the Pythagorean Theorem (a Tool Skill in Math)

*Review (as usual) earlier knowledge relevant to the new knowledge.* This would be Part 2 in a 5-Part Lesson. Students review the features of triangles, kinds of triangles, examples of triangles in Nature and human constructions, and how to measure lines and angles.

*Gain attention.* Ms. Newton makes sure that students settle down, are sitting comfortably, and are looking at the her or the materials.

*Frame the instruction.* Tell students what they will be learning in a way that is engaging. Ms. Newton says,

“Now we’ll learn the Pythagorean Theorem, figured out by the Greek mathematician, Pythagoras. He had a school where students lived together. Like a fraternity. We can use his theorem it to find the length of lines in right triangles.

 “Let’s say you know how tall a mountain is. That’s side A. And you know how wide the base is. That’s side B. A and B are two sides of a right triangle. The Pythagorean Theorem tells us how long the third side, C---the slope---is. Now you know how long your ski run down the slope---side C---will be!”

*Model (I do).* “Look and listen… Ready?... The Pythagorean Theorem states that C2 = A2 + B2. Again, C2 = A2 + B2.” [Points to sides A, B, and C on a right triangle.]

*Lead (We do).* “Let’s remember that. Say it with me”…. *C2 = A2 + B2.*

[If anyone hesitates or misses a word, Ms. Newton repeats the Lead]…. “Now you got it!”

*Test/check (You do).* “Your turn to state the Pythagorean Theorem. Think!”... [Think time.]…. *C2 = A2 + B*2

“Yup. C2 = A2 + B2. You got it.” (*Verification*)*.*

*Using the Pythagorean Theorem.* Now the class learns the routine (steps) for using the theorem to figure out side C in a set of right triangles called the *acquisition set.* As below…

*Model.* Ms. Newton uses MLTV to teach *each* step, and then to teach *all the steps* in a sequence. This is called *forward chaining—*chapter 14.

A is 5 and B is 12.

 C2 = A2 + B2 [Write the theorem.]

 C 2 = 52 + 122 [Replace A2 and B2 with numerals.]

 C2 = 25 + 144 [Square the values of A and B.]

 C2 = 169 [Add the values of squared A and B.]

 C = 13 [Find the square root of 169. State the value of C.]

*Lead.* Now the group uses these steps along with Ms. Newton. If needed, the group does the Lead again.

*Test/check.* Now the group uses the routine independently. Ms. N. gives hints and reminders; corrects any errors; and has the group do the example again.

*Verification.* Ms. N. gives specific praise. “Yes, you figured out the third side--C! You calculated the square root of A2 + B2, which equals C.”

*Generalization.* When students are firm using the routine (maybe 10 examples from the acquisition set), students use the routine with new examples---the *generalization set.*

*Fluency.* Students also practice going faster in short *sprints*, to build confidence---with a *fluency sets* of examples.

*Maintenance.* In Part 2 of next lessons, the class reviews and firms earlier examples.

 Note that the MLTV format moves at a brisk pace and teaches a small amount of knowledge that students will apprehend (“Got it!”) and think about (“I remember the lengths of the two sides!”). There is no time for students to forget anything.

 Here are more examples.

Mr. Irondale Uses MLTV To Teach a Phonological Awareness Skill (In the Tool Skill of Reading) to His Kindergartners

*Gain attention.* “Everybody ready to learn? Sitting tall. Hands calm. Looking at Mr. I.?”

*Yup… Ready…. Me. too!... Looking at our teacher…. Hands calm…*

*Verification.* “Yes, we are ready to learn. Such smart students I have!”

*Frame instruction.* “Let’s play slow and fast… We’ll say a word ssslloowwlly and then we’ll say that word fast!”

*Model (I do).* “Listen. Our word is sandwich… ssslloowwllyy…. sssaaannndwwiich…

Again ssslloowwllyy… sssaaannndwwiich.”

“Now I’ll say sandwich fast…. [pause] sandwich! Again fast. sandwich!”

*Lead (We do).* “Now well say sandwich sslloowwllyy and fast together.”

“Get ready. When I point to you, we’ll say sandwich slowly…. [Point]… *sssaaannndwwwiiich …*

“Now fast!”... *sandwich!*

*Test/check (You do)…“*Your turn to say sandwich sloowwwllly and then fast! Get ready…

Wait till I point to you!... *sssaaannndwwiiich*…

“Now fast!”... *sandwich!*

*Verification.* “Yes, you said sandwich slowly and then fast! Such good word sayers!”

*More examples.* The class now says more words in the *acquisition set* slowly and fast.

*Strategic integration.* In next lessons, students learn letter sounds (m, a, s), that they will use to decode (read slowly and then fast) their first words—ma, sa, mas, am.

Harriet McHattie Uses MLTV for a Few Minutes to Teach the Four Chambers of The Human Heart in A Content Knowledge (Biology) Curriculum

*Gain attention.* “Everybody, eyes on your terrific teacher---Ms. McHattie---me.”

*Students sit tall, look at Ms. McHattie, and wait their turn.*

“Yes, now we are ready!”

*Frame instruction.* “We’ll be reading about the four chambers many times. Let’s learn to say and identify them now.”

*Model (I do)* [Ms. McHattie points to each chamber on a diagram and says its name.]

https://duckduckgo.com/?q=heart+chambers&t=opera&ia=images&iax=images&iai=https%3A%2F%2Fhealthiack.com%2Fwp-content%2Fuploads%2FPictures-of-Chambers-of-the-Heart-1469.jpg

“Right atrium… Right ventricle…. Left atrium…. Left ventricle.”

“Here they are again.”

“Right atrium…. Right ventricle…. Left atrium…..Left ventricle.”

*Lead (We do).* “Now when I point to each chamber, we’ll say the names together.”

*Right atrium.*

*Right ventricle.*

*Left atrium.*

*Left ventricle*

“Yes, nice identifying the four chambers.”

*Test/check.* “Your turn. When I point, you identify the chambers by yourselves… Get ready.”….

*Right atrium.*

*Right ventricle.*

*Left atrium.*

*Left ventricle*

[If anyone errs, Ms. Hattie corrects it… “Left ventricle…. What chamber is this?....”]

*Verification.* “Yes, you got all four. Now we’re ready to study how they work.”

Mr. Kantor Uses MLTV To Teach Recitation of Amendment 2 In the *Bill of Rights* In a Content Knowledge (History) Curriculum, and Adds Socratic Questioning

https://www.law.cornell.edu/constitution/billofrights

*Gain attention.* “Excellent history class!”

*Yes!... Here!... Howdy, Mr. K.*

“Ready to learn? Calm but engaged? Looking at me?”

*Yup… Let’s go.*

*Frame instruction.* “We studied Amendment 1. We learned the rights protected in that amendment. But sometimes, we want to remember things word for word---it’s that important.

So, let’s read and then memorize Amendment 2.”

*A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.*

*Pre-teach new concepts.* “Write these words and their synonyms on your Guided Notes.”

[Mr. Kantor uses Model-Test/check-Verification. Students don’t need the Lead.]

*Model.* “Well-regulated means well organized, trained, prepared…. Free state means each colony…. Keep and bear arms means have them at home and carry them…. Not be infringed means cannot weaken or prohibit the right to keep and bear arms.”

*Test/check.* “What does well-regulated mean?”

*Organized….equipped… trained…. Prepared.*

“And free state?”

*Each colony is a free state.*

“Keep and bear?”

*The right to have in your house…. The right to carry your rifle.*

“And not be infringed?”

*The government can’t take away the right to keep and bear arms…*

“Okay, now we’re ready for Amendment 2.”

*Model (I do). “*I’ll say the whole amendment in small chunks. A well regulated militia….. being necessary to the security of a free state….. the right of the people to keep and bear arms….. shall not be infringed.”

“Again, A well regulated militia….. being necessary to the security of a free state….. the right of the people to keep and bear arms….. shall not be infringed.”

*Lead (We do).* “Now we’ll say Amendment 2 together in chunks. Get ready.”…

*A well regulated militia….. being necessary to the security of a free state….. the right of the people to keep and bear arms….. shall not be infringed.*

*Test/check (You do).* “Have you got it? Let’s see. Your turn… Go!”

*A well regulated militia….. being necessary to the security of a free state….. the right of the people to keep and bear arms….. shall not be infringed.*

*Verification.* “Excellent remembering! I want us to practice reciting our 10 amendments occasionally. Know your rights, or you won’t keep them.”

*Socratic questioning.* “I have some questions for you. Get ready to think and get smart! Listen carefully…. A well regulated militia….. being necessary to the security of a free state….. the right of the people to keep and bear arms….. shall not be infringed.”

“According to this statement, when did the people *get* the right to keep and bear arms? Did they get it from the government?”

*It sounds like they already have that right….*

“Where did they get it?”
*The Declaration of Independence says that they got it when they were born…. Yeah, endowed by their Creator with life, liberty, and the pursuit of happiness… Keeping and bearing arms is an example of the right to life and liberty….*

“So, is the second Amendment a warning to governments?”

*Yes!.... If they try to outlaw weapons, the militias will fight…*

“For what?”
*To secure their free states.*

 We’ve seen several examples of MLTV. It goes quickly; the communication is clear and consistent; it is used with tool skills and content knowledge; it engages students’ attention; and it teaches students how they are learning. “Teacher tells us the steps and then we tell ourselves the steps.” Now, it’s

*Your turn.*

Please write MLTV formats for the following.

1. Teach the sound that goes with r.

2. Teach students to count forward from 1 to 10.

3. Teach students to spell galaxy, without seeing the word.

4. Teach the verbal definition of plateau.

5. Teach the behavior routine of wiping off a table top.

 Use the instruction, “Wipe side to side.”

Okay, let’s see how to use the Socratic method!

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