

If you could give your students a painless way to learn information, and really remember it, **would you do it?**

If you could make homework time really productive, **would you do it?**

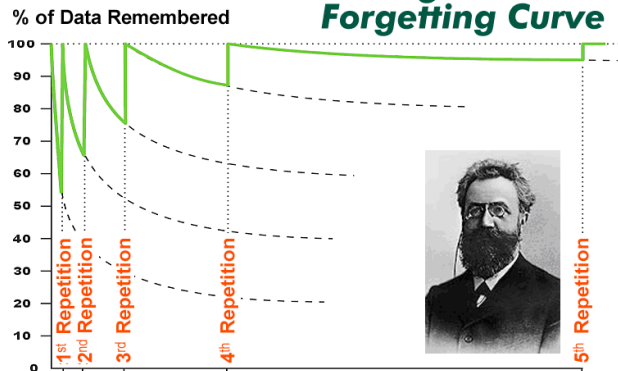
If you could use your teaching time to teach higher-order thinking as a result, **would you do it?**

If you could help your students be more successful overall, **would you do it?**

# phase-6

Locking vocabulary into long-term memory!

## Ebbinghaus Forgetting Curve



## Why phase-6 works in K-12...

“... practice that is distributed over longer periods of time **sustains meaning** and consolidates the learnings into **long-term storage** in a form that will ensure **accurate recall and applications** in the future. ... Effective practice, then, starts with **massed practice** for fast learning and proceeds to **distributed practice** later for retention.”

David A Sousa (2006) How the brain learns, 3rd edition, Corwin Press, page 99+100.

## ...and why it is so important in K-12

By using *phase-6*, students break out of the “**cramming dilemma**”, are prepared for the next test, and retain information for the long term, strengthening their education in general:

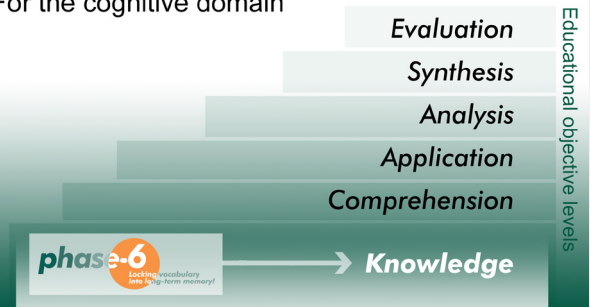
“... I can see exponential use of the program by students and envision improved achievement as a result, not just in testing but the students’ **education in general.**”

John Zehnder (jzehnder@egusd.net), Elk Grove High School, Elk Grove, California

Bloom’s Taxonomy dictates that higher levels of learning can only be reached once the next lower levels have effectively been mastered. Students and teachers should not use valuable and limited classroom time for knowledge transfer. *phase-6* specializes on the “knowledge level” of Bloom’s Taxonomy, and consequently prepares students to be able to focus on higher levels of learning during class.

## Bloom’s Taxonomy

For the cognitive domain



## phase-6... the ideal tool to complement K-12 in-class instruction

### 1. Helps teachers differentiate instruction.

“The level of differentiated instruction for the students is wonderful as students who achieve higher will be able to access more and more terms at a faster rate, while those students who struggle can go at their own pace. The bottom line for me is acquiring the vocabulary and this program helps tremendously with that.”

Seth H. Boyle (sboyle@egusd.net), Elk Grove High School, Elk Grove, California

### 2. Web-delivery: anytime and anywhere.

Even students with only occasional access to the Internet will benefit from using *phase-6* because of its individualized automatic prioritization of vocabulary. Students can work at their own pace, with a customized selection of information, making *phase-6* a truly student-centered approach.

### 3. Positive impact on learning.

Teachers can use publisher-generated content, or create their own to find a perfect fit among their teaching styles, lesson plans and students’ learning goals.

### 4. Student initiated activities.

When starting a new practice set of vocabulary items, students “activate” and thereby pre-learn those items they feel they need to practice most. Under-challenged students can always add extra items to increase their workload and accelerate progress. Teachers can identify struggling students and content areas that seem to be more difficult to master for others, and direct student efforts accordingly.

### 5. Minimal professional development needed.

*phase-6* was formed on the premise to be the simplest and most effective practice tool for the long-term retention of knowledge-based vocabulary learning. We have kept our promise and designed teacher reports that conveniently inform about students’ time on task, level of homework completion, most difficult items, and by-pass attempts. Teachers learn to use *phase-6* through a 10-minute online flash tutorial. Of course, we offer additional training, should teachers want it.