Core Values (TIU3)



GO TOs

Knowledge

Warmth

Strategies for Success (SS2-7) Provide 2 examples of each

Learning Styles (TIU4) Learning styles with 2 examples – place a star by your preferred styles

Kinesthetic

Visual  

Auditory

Write a list of key points

Recite a monologue or poem

Call and Response game

Listen to a recorded poem

Create a puzzle

Draw a picture

Style: ex.

ex.

Style: ex.

ex.

Style: ex.

ex.

Activate the Brain – The R’s (TIU7)

Reflection

Rehearsing

Re-exposing

Retaining

Routing

Retrieval

Relevance

Rigor

Relationships

1.

4.

7.

2.

5.

8.

3.

6.

9.

Teach the Vocabulary (SS1)

Non-example

Illustration

Example

Definition

1.

3.

2.

4.

Strategies for Differentiation (SS2)

Metacognitive (how to think about the problem)

Strategic (what the alternative strategies are)

Conceptual (what knowledge to consider)

Procedural (how to use the learning environment features)

1.

3.

2.

4.

Strategies for Success (SS2-7) – Provide 2 examples of each

What do you think will happen in ACT II?

Plot Diagram

Analogies

TWL Chart

ONCE UPON A TIME STORY

PARAPHRASE PASSPORT

ROUND ROBIN

Venn Diagram

ANCHOR CHART

Can you describe what happened in Act I?

Cornell Notes

Compare/Contrast

Example 1

Cooperative Grouping

Graphic Organizers

Advanced Organizers

Similarities / Differences

Summarizing & Notetaking

Cues & Questions

Example 2

Blooms Verbs (SS8 and SS9)

Storytelling and Animating

Slideshow Creator and Animation Desk

Create



APPS:



Posting and Critiquing

Adobe Spark Page and Weebly by Square

Evaluate

APPS:

Structuring and Organizing

SimpleMind Lite and Padlet

Analyze



APPS:

Demonstrate and Simulating

Periscope and KOMA KOMA

Apply



APPS:



Explaining and Annotating

Clips and Annotate

Comprehension

APPS:

MindMapping and Recalling

MindMeister and Vocaroo

Remember



APPS:

Four Questions to redirect behavior (CBM5)

What are you going to do about it?

Are you doing it?

What are you supposed to be doing?

What are you doing?

1.

2.

3.

4.

Modifications and Accommodations (E6)

|  |  |  |
| --- | --- | --- |
| **Quantity**  Definition  Adapt the number of items that the learner is expected to learn or the number of activities student will complete prior to assessment for mastery.  Example  Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities/WSs. | **Time**  Definition  Adapt the time allotted and allowed for learning, task completion, or testing.  Example  Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners. | **Level of Support**  Definition  Increase the amount of personal assistance to keep the student on task or to reinforce or prompt the use of specific skills. Enhance adult-student relationship  Example  Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. |
| **Input**  Definition  Adapt the way instruction is delivered to the learner.  Example  Use different visual aids, enlarge text, provide hands-on activities, pre-teach key concepts or terms before the lesson. | **Difficulty**  Definition  Adapt the skill level, problem type, or the rules on how the learner may approach the work.  Example  Allow the use of a calculator to figure math problem, simplify task directions, or change rules to accommodate learner needs. | **Output**  Definition  Adapt how the student can respond to instruction.  Example  Instead of answering questions in writing, allow a verbal response. Use a communication book for some students, or allow students to show knowledge with hands-on materials. |
| **Participation**  Definition  Adapt the extent to which a learner is actively involved in the task.  Example  Have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten). | **Notes:**  **Substitute Curriculum** - Sometimes called “functional curriculum”  Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.  For example: *During ELA, a student is learning toileting skills with an aide.*  **Alternate Goals**  Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.  For example: *In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.* | |

Suggestions for working with Students in Poverty (E12)

Make it clear that you value all your students for their character!

Keep expectations for poor students high. Poverty does NOT mean ignorance.

Be careful about the supplies you expect students to purchase, in addition, do not require costly activities.

Build a strong relationship with students to enhance success. Listen to your disadvantaged students.

Act quickly to stop harassment/taunting of disadvantaged students.

Work to boost the self-esteem of students who live in poverty with positive praise.

1.

4.

2.

5.

3.

6.

Reading Strategies to Strengthen Literacy Skills (R8)

After reading in small groups or whole class. It helps show the organization or structure of concepts/idea and demonstrates how information is related.

The "paragraph hamburger" is a writing organizer that visually outlines the key components of a paragraph, each part is a “piece” of the hamburger.

It is "eavesdropping on someone's thinking.” Teachers verbalize aloud while reading a selection orally; they model for students how skilled readers construct meaning from a text.

In all settings, at all times. One activity to support concept of word learning is to have each student physically represent a word in a sentence that the teacher creates.

Concept of word refers to the ability of a reader to match spoken words to written words while reading.

Before/During reading in small groups, individually, or whole class settings. It helps students learn to monitor their thinking as they read and improves their comprehension.

Concept of Word Games

Think Aloud

Paragraph Hamburger

Strategy name

When / how to use it

Define it

1.

2.

3.

Making content comprehensible for ELL students (R9)

Write at least 3 strategies / techniques that you could easily implement in your classroom for your content

Have an orally planned objective, allocate necessary amounts of time for a variety of tasks, keep students engaged with good pacing

Cooperative Learning Activities, Wait Time, Opportunities for Interaction

Use scaffolding techniques, i.e. paraphrasing and word study books, provide feedback, use group responses for an assessment

Planning for Hands-On Practice, Integration of Language Skills, Clustering and Graphic Organizers

Learning Strategies, Scaffolding Techniques, Questioning Techniques

Appropriate Speech, Explanation of Academic Tasks, Use of a Variety of Techniques

Vocabular Self-Selection, Content Word Wall, Word Sorts

Jigsaw Text Reading, Taped Text, Marginal Texts

1. Prepare the lesson
2. Build background
3. Make verbal communication understandable
4. Learning strategies (this one should be easy!)
5. Opportunities for interaction
6. Practice and application
7. Lesson delivery
8. Review and assess