


Terrell : Focus Shorts

<p>Mastery Learning</p> <p>All students need to master the most important learnings from a course. Since not all students learn at the same rate, a teacher needs to have class instruction where they have time to learn at their own pace. During a final exam for a course, it is difficult for students to review information from the beginning of the year. For this reason, I include learning from previous units in homework and summative assessments.</p>	<p>Beginning of Class</p> <p>Every day we begin with a routine so that students have something to do at the beginning of class. They use a notebook to write down the learning goals, homework, any notes from me, and answer a short question that relates to either the learning of the day, or last night's learning.</p>	<p>Classroom Rituals and Rules</p> <p>Consistency is important so that students know what to expect in class. By keeping our routines simple, the students are able to perform them and feel confident. Some of those include a morning routine, visible thinking strategies, exit tickets, formative checks, and group work structure.</p>	<p>Differentiation</p> <p>Since students do not learn at the same rate, the teacher instruction needs to change to help them. In class students have choice of some assignments (homework or activities), based on their needs, assessments can be modified to be appropriate for students with disabilities. Based upon formative checks, I change what I give to students who are not understanding and for those who are learning the information quickly.</p>	<p>Instructional Scaffolding</p> <p>Some learnings and skills in the curriculum are more important than others. They either build upon each other to form a broader knowledge, or one skill depends upon the other. By identifying those, a teacher is able to emphasize and revisit topics over time during instruction. In assessments, I revisit these key learnings from previous units to make sure that students have a deep understanding, or another chance to demonstrate their knowledge.</p>	<p>Teacher Movement During Instruction</p> <p>I am a high energy person, and you will observe me moving quickly between student groups, helping individuals, checking in, and conducting instruction. I try to be available to students as much as I can if they need me. I feel that students deserve that of a teacher.</p>
<p>Increasing touch points for key learnings</p> <p>Since not all students learn at the same rate, the more times a student can practice with a skill the better. To encourage students to keep trying, I allow them to retake parts of tests.</p>	<p>Visual Representation of Understanding</p> <p>A teacher needs to know how the students are feeling about their learning at all times. Students can let me know about how they feel on exit tickets as well as using a visual red, green, yellow marker to let me know in class how they are feeling. This means that I know which students need the most help.</p>	<p>Connection to Previous Learnings</p> <p>Students should be able to connect what they learned from chapter to chapter so that they are not tested and then forgotten. In my class key learnings from previous chapters reappear in homework and on summative tests. I also refer back to things we have already done during instruction.</p>	<p>Questioning</p> <p>Effective questions in the classroom should be connected to the learning goals. This includes formative assessments and assignments. I keep a board in the classroom that has the big questions for each unit so that students can see how much we are learning throughout the year.</p>	<p>Homework</p> <p>Homework is a place for students to practice the skills and knowledge that we are learning in class, but I also make sure that key learnings from previous units are also mixed into the assignments. I sometimes allow students to choose the homework based upon what they need more practice with. I also use homework as a lead into class activities where students can review with other students in small groups so that I can move to help those who need it most.</p>	
<p>Formative Assessment</p> <p>Formative assessment is the formal way that teachers can gain information about student learning. This needs to be done on a daily basis in order for a teacher to make appropriate adjustments to instruction, and help the students that are not understanding. Formally I use exit slips, homework checks, and non-graded quizzes. Informally the students always have red, yellow, and green cups on their desks to let me know how well they are understanding during instructional periods so I can help them.</p>	<p>Summative Assessment</p> <p>I view summative assessments in two parts- Part one is a measure of what students learned in the current unit and part two is key learnings from previous units. I believe that when students show they have learned something, that I should be able to go back and adjust their grade on the original assessment because not all students learn at the same pace. This encourages students to keep working and learning.</p>	<p>Review Before Summative Assessment</p> <p>The last review is the time for the teacher to make sure that the students feel comfortable and ready before the summative test. If the students are not showing that they are ready for the test, then I will put the test off a day and use the time to review or go over the material to make sure they are ready to do their best.</p>	<p>Learning Goal Communication</p> <p>If the students don't know what they are expected to learn, the chances of them learning it goes down. Students should be able to ask questions about this and have the expectations clarified by the teacher. Each day, the students in my class must write down the learning goal in a notebook as a way of ensuring that they are thinking about the learning as class begins.</p>	<p>Routine Resource Organization/ Allocation</p> <p>Routines help students to feel confident and make classroom management easier. In the classroom we sit in small groups. This means we need less movement when we switch between activities and allows me to move around the room freely. I keep locations for all of our standard activities in the same places so that students are not confused and can complete the tasks assigned.</p>	

Terrell : Idealized Instructional Unit Plan

Beginning/ Ending of Day

Individual Activities

Whole Class Activities

Group Activities

Homework Related Activities

Assessment Related Activities

	Any Previous Unit Notes	Unit 1, Day 11	Unit 2, Day 1	Unit 2, Day 2	Unit 2, Day 3	Unit 2, Day 4	Unit 2 Day 5	Unit 2 Day 6	Unit 2 Day 7	Unit 2 Day 8	Unit 2, Day 9	Unit 2 Day 10	Any Next Unit Notes		
Beginning of Class			Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook				
5 Min		Current Unit Summative Test	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day	Current Unit Summative Test			
10 Min															
15 Min							Check In Concepts A-B		Check In Concepts A-D		Check In Concepts A-F				
20 Min				Learning Instruction From Teacher	Neighbor/ Partner Learning Assignment (Graphic Organizer)	Learning Instruction From Teacher		Learning Instruction From Teacher		Learning Instruction From Teacher			Learning Instruction From Teacher		
25 Min				Concept A		Concept A-B		Concept A-D		Concept A-F					
30 Min						Learning Instruction From Teacher		Learning Instruction From Teacher		Learning Instruction From Teacher			Summative Test Review with Teacher		
35 Min						Concept A-C		Concept A-E		Concept A-G					
40 Min						Individual Learning Assignment (Worksheet, Questions, Writing, Graphic Organizer, ect.)									
45 Min			Previous Unit Key Learnings Summative Test	Individual Learning Assignment (Worksheet, Questions, Writing, Graphic Organizer, ect.)	Review Test With Students and Answer Questions. Students Can Consider Retakes	Neighbor/ Partner Learning Assignment (Graphic Organizer)	Neighbor/ Partner Learning Assignment (Graphic Organizer)	Individual Learning Assignment (Worksheet, Questions, Writing, Graphic Organizer, ect.)	Neighbor/ Partner Learning Assignment (Graphic Organizer)	Neighbor/ Partner Learning Assignment (Graphic Organizer)	Individual Learning Assignment (Worksheet, Questions, Writing, Graphic Organizer, ect.)		Partner Review of Prior Unit Concepts	Previous Unit Key Concepts Summative Test	
50 Min															
50 Min				Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day				
55 Min															
Homework				Homework Concept A	Homework Concept A-B	Homework Concept A-C		Homework Concept A-D	Homework Concept A-E	Homework Concept A-F					
Notes			Homework Previous Unit Key Learnings				Homework Previous Unit Key Learnings				Homework Previous Unit Key Learnings				
Notes															

Terrell : Connection Overlay

Check in concepts that need most support by the majority of students should appear in questions before class and teacher review. During Individual Learning Time, I can support the students by breaking out single students or small groups, as well as modifying the assignment that they are given during this time.

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	Any Previous Unit Notes	Unit 1, Day 11	Unit 2, Day 1	Unit 2, Day 2	Unit 2, Day 3	Unit 2, Day 4	Unit 2 Day 5	Unit 2 Day 6	Unit 2 Day 7	Unit 2 Day 8	Unit 2, Day 9	Unit 2 Day 10	Any Next Unit Notes	
Beginning of Class			Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook	Morning Question, Learning Goals in Notebook			
5 Min		Current Unit Summative Test	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Review Learning Objectives and Question of the Day HMWK	Current Unit Summative Test		
10 Min														
15 Min														
20 Min														
25 Min														
30 Min		Previous Unit Key Learnings Summative Test	Learning Instruction From Teacher Concept A	Neighbor/ Partner Learning Assignment (Graphic Organizer)	Learning Instruction From Teacher Concept A-B	Check In Concepts A-B	Learning Instruction From Teacher Concept A-D	Check In Concepts A-D	Learning Instruction From Teacher Concept A-F	Check In Concepts A-F	Learning Instruction From Teacher Concept A-G	Summative Test Review with Teacher		
35 Min														
40 Min														
45 Min														
50 Min														
50 Min			Individual Learning Assignment (Worksheet, Questions, Writing, Graphic Organizer, ect.)	Review Test With Students and Answer Questions. Students Can Consider Retakes	Neighbor/ Partner Learning Assignment (Graphic Organizer)	Neighbor/ Partner Learning Assignment (Graphic Organizer)	Individual Learning Assignment (Worksheet, Questions, Writing, Graphic Organizer, ect.)	Neighbor/ Partner Learning Assignment (Graphic Organizer)	Neighbor/ Partner Learning Assignment (Graphic Organizer)	Neighbor/ Partner Learning Assignment (Graphic Organizer)	Individual Learning Assignment (Worksheet, Questions, Writing, Graphic Organizer, ect.)	Partner Review of Prior Unit Concepts	Previous Unit Key Concepts Summative Test	
55 Min														
Homework			Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day	Exit Ticket Question on Key Learning of Day			
Notes			Homework Concept A	Homework Concept A-B	Homework Concept A-C	Homework Concept A-D	Homework Concept A-E	Homework Concept A-F	Homework Concept A-F	Homework Concept A-F				
Notes			Homework Previous Unit Key Learnings			Homework Previous Unit Key Learnings				Homework Previous Unit Key Learnings				

It is important to note that small group and individual work are both tied to the current learning instruction (50%) of the day, but also tied to the day before (25%) and the next learning day (25%).

Students should see the key concepts on the summative test at least once in homework in support of building knowledge

Mike : Focus Shorts

<p>Connections Through Others Units</p> <p>Skills and knowledge that students learn are not isolated. They are part of the bigger picture and build upon each other. As a teacher it is my responsibility to show how these things relate to each other. Reminding students about what they learned, and how those learnings mix with the new concepts is essential.</p>	<p>Small Group Instruction</p> <p>I believe that students will learn as much from each other as they do from me. As a teacher, the students should be sitting with their peers and working together on assignments as much as possible. When students are working in groups I can move around and give help to groups that need it, or to individual students.</p>	<p>Beginning of Class</p> <p>To manage the classroom, each student needs something to do when they enter the room. This may be a key question for their table group, reaction to the homework, a thought about today's lesson, or a survey on their mobile phones. It also allows me to begin class with consistency when we review the question together.</p>	<p>End Of Class</p> <p>Like the beginning of class, students should have a question to answer that gives me feedback about what they learned that day. This question is related to the learning objectives. I prefer students to answer this using their mobile phones in a survey. That way if they did not have time to do it right then, they can complete the question for homework.</p>	<p>Transitions</p> <p>How I transition from teacher-centered to small groups is important so that we do not waste time. To help with this I keep classroom materials for the day in the same location and write a list of "to do's" for groups so they know what they need to get started with an activity.</p>	
<p>Differentiation</p> <p>Special Education students that are in the classroom have needs that are different from others. By reading their individual plans, I am able to make changes to my instruction and tests so that the learning is fair for them.</p>	<p>Making Thinking Visible</p> <p>As a teacher I want to know what my students are thinking all of the time. It also helps many students to organize their thoughts. In small groups, graphic organizers enable students to compare and contrast opinions and ideas about concepts, it also generates conversation amongst the students. Using technology, surveys can be used to collect data from the class so that we can all discuss our thinking together.</p>	<p>Generating Hypothesis</p> <p>As a teacher I need to be asking good questions that relate back to the learning objectives. When students are able to think about a topic before it is formally introduced, they will bring their own knowledge to the table and be engaged in finding the answer.</p>	<p>Retest/ Rework/ Redue/ Continuous Revision</p> <p>As a teacher I believe that students should have the opportunity to retake tests and quizzes. My policy is that students can retake a test once after the first test and receive, at maximum, 1/2 of the credit back that they missed. Students have until the end of the next unit to retake a test, otherwise the previous grade remains.</p>		
<p>Conceptual Modeling</p> <p>As a teacher I believe that students learn best when they can see and hear new concepts. Technology can be used to create engaging and entertaining presentations for the students to watch during class instruction. I encourage students to send links to videos and websites they have seen that relate to our unit of study.</p>	<p>Seating Arrangements</p> <p>As a teacher I believe that sitting students in small groups enhances discussion, builds teamwork, and makes learning more fun. I use small groups actively and often stop my instructions to have students discuss with their peers next to them.</p>	<p>Routine Resource Organization/ Allocation</p> <p>As a teacher, I use my classroom to create a learning environment. Each area of the class is designated so that students know what materials they need, where to put assignments, or where to place their iPads. I believe that students feel comfortable when they know how to navigate the room independently.</p>	<p>Technological Use (Teacher and Student)</p> <p>As a teacher I believe that technology can greatly enhance learning in schools. It is something that is a part of everyday life, so turning it off in school doesn't make sense. During class, students use iPads, computers, and their mobile phones to find answers, look up information, and communicate surveys. Students can also send assignments to me virtually and I use a platform to post assignments and news online.</p>		

Mike : Idealized Instructional Unit Plan

- Beginning or Ending of Day
- Individual Activities
- Whole Class Activities
- Group Activities
- Homework Related Activities
- Assessment Related Activities

	Any Previous Unit Notes	Unit 1, Day 11	Unit 2, Day 1	Unit 2, Day 2	Unit 2, Day 3	Unit 2, Day 4	Unit 2 Day 5	Unit 2 Day 6	Unit 2 Day 7	Unit 2 Day 8	Unit 2, Day 9	Unit 2 Day 10	Any Next Unit Notes
Beginning of Class		Final Unit Test	Brainstorm what they know about this Unit Already in Table Groups	iPad Survey Question in Table Groups	Key Learning Question	Key Learning Question	iPad Survey Question in Table Groups	Key Learning Question	Key Learning Question	iPad Survey Question in Table Groups	Final Unit Test		
5 Min													
10 Min					Review Question Introduce Activity and Give Instructions	Small Group Activity based Upon Formative Check	Quiz - Learnings A,B,C	Review Question Introduce Activity and Give Instructions	Teacher Presentation Learning F,G	Teacher Presentation Learning F, G		Test Review Activity in Small Groups	
15 Min				Learnings A,B,C Activity									
20 Min				Small Groups				Learnings E,F Activity					
25 Min				Review Brainstorm and introduce Unit Whole Class				Small Groups					
30 Min						Learnings A,B,C Stations Activity in Table Groups	Teacher Presentation Learning C					Learnings F,G Activity	
35 Min								Teacher Presentation Learning D,E,F				Small Groups	
40 Min					Teacher Presentation Learning A and B				Learnings D,E,F,G Stations Activity in Table Groups				
45 Min				Similarities and Differences Activity Comparing Previous Unit and This Unit				Learnings D,E Activity				Teacher Presentation Preview of Next Unit	
50 Min						Formative Check In Assignment Individual	Teacher Presentation Preview D,E	Small Groups	Review Quiz - Learnings A,B,C				
50 Min													
55 Min		Preview Question of Next Unit		Mobile Phone Survey Question				Mobile Phone Survey Question		Mobile Phone Survey Question		Preview Question of Next Unit	
Homework	Homework Next Unit Vocabulary	Homework: Watch Video about Next Unit		Homework A and B		Homework C and D		Homework E and F	Homework G		Homework: Watch Video about Next Unit		
Notes								Homework Next Unit Vocabulary to be completed by end of Unit			Last day for students to retake test from previous unit		
Notes													

Mike : Connection Overlay



	Any Previous Unit Notes	Unit 1, Day 1	Unit 2, Day 1	Unit 2, Day 2	Unit 2, Day 3	Unit 2, Day 4	Unit 2 Day 5	Unit 2 Day 6	Unit 2 Day 7	Unit 2 Day 8	Unit 2, Day 9	Unit 2 Day 10	Any Next Unit Notes
Beginning of Class		Final Unit Test	Brainstorm what they know about this Unit Already in Table Groups	iPad Survey Question in Table Groups	Key Learning Question	Key Learning Question	iPad Survey Question in Table Groups	Key Learning Question	Key Learning Question	iPad Survey Question in Table Groups	Final Unit Test		
5 Min													
10 Min													
15 Min													
20 Min													
25 Min													
30 Min													
35 Min													
40 Min													
45 Min													
50 Min													
50 Min													
55 Min		Preview Question of Next Unit	Similarities and Differences Activity Comparing Previous Unit and This Unit	Teacher Presentation Learning A and B	Learnings A,B,C Stations Activity in Table Groups	Formative Check In Assignment Individual	Teacher Presentation Preview D,E	Learnings D,E Activity Small Groups	Review Quiz - Learnings A,B,C	Teacher Presentation Learning D,E,F	Learnings D,E,FG Stations Activity in Table Groups	Teacher Presentation Preview of Next Unit	
Homework	Homework Next Unit Vocabulary	Homework: Watch Video about Next Unit	Homework A and B	Homework C and D	Homework E and F	Homework G	Homework Next Unit Vocabulary to be completed by end of Unit	Homework G	Homework G	Homework Next Unit Vocabulary to be completed by end of Unit	Homework: Watch Video about Next Unit		
Notes													
Notes													

Activities and Goals may be adjusted for students based upon their formative assessment

Activities and Goals may be adjusted for students based upon their formative assessment

Mobile Survey will be used to determine the format of the review for the class and any topics that need to a teacher to go over again.

Mobile Survey Based Upon Teacher Presentation

Activities and Goals may be adjusted for students based upon their formative assessment

Mobile Survey Based Upon Teacher Presentation

Activities and Goals may be adjusted for students based mobile survey

Last day for students to retake test from previous unit



Andy : Focus Shorts

<p>Problem-Based Learning</p> <p>We will begin each unit with a "Big Problem" that will take the skills we will learn to solve. I present the problem in the beginning and then again at the end of the unit as part of their test.</p>	<p>Beginning of Unit</p> <p>The start of the unit is very important, because it is where I show the expectations for students and show the "Big Problem" that will be on their test. All expectations of learning are based upon the curriculum.</p>	<p>Whole Class Instruction</p> <p>As the teacher I will demonstrate the essential concepts in pieces during class. Students will be asked to "Break Out" and answer questions as we go, so that I can walk around and monitor how they are doing. Based upon what I see, I change the instruction or show more examples until the students show they understand.</p>	<p>Small Group Instruction</p> <p>I use pairs in class so that students can talk and learn from one another. During class instruction the students will sit in pairs and be allowed to collaborate during "Break Out" questions. At times, students are allowed to begin their homework early and work in pairs as well.</p>	<p>Learning Goal Communication</p> <p>At the end of every class, we summarize our learning goals. Each student is then clearly aware of what the goals of the day's lesson are. By showing the "Big Problem" at the beginning of the unit, students are also aware of the skills they are missing and where they have to concentrate to be able to solve the problem at the end of the unit.</p>	
<p>End Of Class</p> <p>Each end of class I use a "Last Question of the Day". I use this as a formative check on their understanding of the day. I collect this from the class and determine what things I should review the next day before moving on.</p>	<p>Expert Students</p> <p>When students are having a particularly hard time with specific skills, I will pair them with another student who understands the topic so that they can provide them more help.</p>	<p>Instructional Scaffolding</p> <p>We begin to construct knowledge with the smaller, less complex concepts and build to the bigger concepts for each unit.</p>	<p>Explanation of Reasoning</p> <p>I often ask students in class to explain how they arrived at their answer. In this way, I can determine if the students are getting the answer, or if they have a deeper understanding of the concept.</p>		
<p>Similarities and Differences</p> <p>During each unit I have examples from the work and put them onto the board. The students are asked to find parts of the work exemplified that is similar to what they had done or thought and what is not. Students are asked to work with their pair partner to determine what is correct and what they need to do differently before coming together as a class to discuss the correct answer for everyone.</p>	<p>Summarizing</p> <p>At the end of class, we summarize what we have learned before our "Last Question of the Day." I ask the class what are our big takeaways that we have learned. This helps remind the struggling students of what we wanted to learn and also refresh anything before their exit ticket.</p>	<p>Providing Clear Feedback</p> <p>During class students are able to receive feedback from partners and the teacher. As students work on periodic questions, I make sure to see the work of each student and make comments as I work my way around the class. This enables me to also determine how the class is understanding the concepts and skills.</p>	<p>Formative Assessment</p> <p>I am always checking on how the students are doing. I do this by walking around the room, listening to the answers they give to questions in class, and by a daily exit ticket on the day's learning. The information I gather is used to review key points in class and adjust the instruction. If students need additional help I can pair them with another student during class and offer them help after class during office hours.</p>		

Andy : Idealized Instructional Unit Plan

Beginning or Ending of Day
Individual Activities

Whole Class Activities
Group Activities
Homework Related Activities

Assessment Related Activities

	Any Previous Unit Notes	Unit 1, Day 11	Unit 2, Day 1	Unit 2, Day 2	Unit 2, Day 3	Unit 2, Day 4	Unit 2, Day 5	Unit 2, Day 6	Unit 2, Day 7	Unit 2, Day 8	Unit 2, Day 9	Unit 2, Day 10	Any Next Unit Notes							
Beginning of Class			Review Test Whole Class	Review Homework and Answer Questions with Whole Class	Review Homework and Answer Questions in Small Groups	Review Homework and Answer Questions with Whole Class	Review Homework and Answer Questions with Whole Class	Review Quiz Learnings A-D	Review Homework and Answer Questions in Small Groups	Review Homework and Answer Questions with Whole Class	Review Homework and Answer Questions with Whole Class	Final Unit Test								
5 Min																				
10 Min			Explanation of the "Big Project" and Expectations	Class Instruction Learning B Whole Class	Class Instruction Learning C Whole Class	Class Instruction Learning D Whole Class	Quiz Learnings A-D	Class Instruction Learning E Whole Class	Class Instruction Learning F Whole Class	Class Instruction Learning G Whole Class	"Big Project" Due Present to Peers in Small Groups what you have learned									
15 Min																				
20 Min																				
25 Min																				
30 Min					Independent Practice Assignment															
35 Min																				
40 Min			Class Instruction Learning A Whole Class	Small Break-Out Groups	Class Instruction Learning C Whole Class	Small Break-Out Groups	Time to Work on "Big Project"	Small Break-Out Groups	Small Break-Out Groups	Class Instruction Learning G Whole Class	Review for Test Whole Class									
45 Min																				
50 Min																				
55 Min			Review "What we have learned"	Review "What we have learned"	Review "What we have learned"	Review "What we have learned"			Review "What we have learned"	Review "What we have learned"	Review "What we have learned"									
Homework			Last Question of the Day	Last Question of the Day	Last Question of the Day	Last Question of the Day		Review "What we have learned"	Last Question of the Day	Last Question of the Day										
Notes			Homework Learning A	Homework Learning B	Homework Learning C	Homework Learning D		Homework Learning E	Homework Learning F	Homework Learning G	Study For Test									
Notes																				

Andy : Connection Overlay

Students who struggle can work with others who have a greater understanding and I can also pull students individually.



	Any Previous Unit Notes	Unit 1, Day 11	Unit 2, Day 1	Unit 2, Day 2	Unit 2, Day 3	Unit 2, Day 4	Unit 2 Day 5	Unit 2 Day 6	Unit 2 Day 7	Unit 2 Day 8	Unit 2, Day 9	Unit 2 Day 10	Any Next Unit Notes
Beginning of Class			Review Test Whole Class	Review Homework and Answer Questions with Whole Class	Review Homework and Answer Questions in Small Groups	Review Homework and Answer Questions with Whole Class	Review Homework and Answer Questions with Whole Class	Review Quiz Learnings A-D	Review Homework and Answer Questions in Small Groups	Review Homework and Answer Questions with Whole Class	Review Homework and Answer Questions with Whole Class	Final Unit Test	
5 Min													
10 Min													
15 Min			Explanation of the "Big Project" and Expectations	Class Instruction Learning B Whole Class	Class Instruction Learning C Whole Class	Class Instruction Learning D Whole Class	Quiz Learnings A-D	Class Instruction Learning E Whole Class	Class Instruction Learning F Whole Class	Class Instruction Learning G Whole Class	"Big Project" Due Present to Peers in Small Groups what you have learned		
20 Min													
25 Min													
30 Min					Independent Practice Assignment								
35 Min													
40 Min													
45 Min			Class Instruction Learning A Whole Class	Small Break-Out Groups	Class Instruction Learning C Whole Class	Small Break-Out Groups	Time to Work on "Big Project"	Small Break-Out Groups	Small Break-Out Groups	Class Instruction Learning G Whole Class	Review for Test Whole Class		
50 Min													
50 Min			Review "What we have learned"	Review "What we have learned"	Review "What we have learned"	Review "What we have learned"		Review "What we have learned"	Review "What we have learned"	Review "What we have learned"			
55 Min			Last Question of the Day	Last Question of the Day	Last Question of the Day	Last Question of the Day		Review "What we have learned"	Last Question of the Day	Last Question of the Day			
Homework			Homework Learning A	Homework Learning B	Homework Learning C	Homework Learning D		Homework Learning E	Homework Learning F	Homework Learning G	Study For Test		
Notes													
Notes													

This is a chance for students to get a real look at what they know and don't before the test.

Small Group Time is a chance to have students work with others who are having more success than others. Students choose their groups, but often they can be assigned if they need help with a particular concept. It is a fluid time to work together.

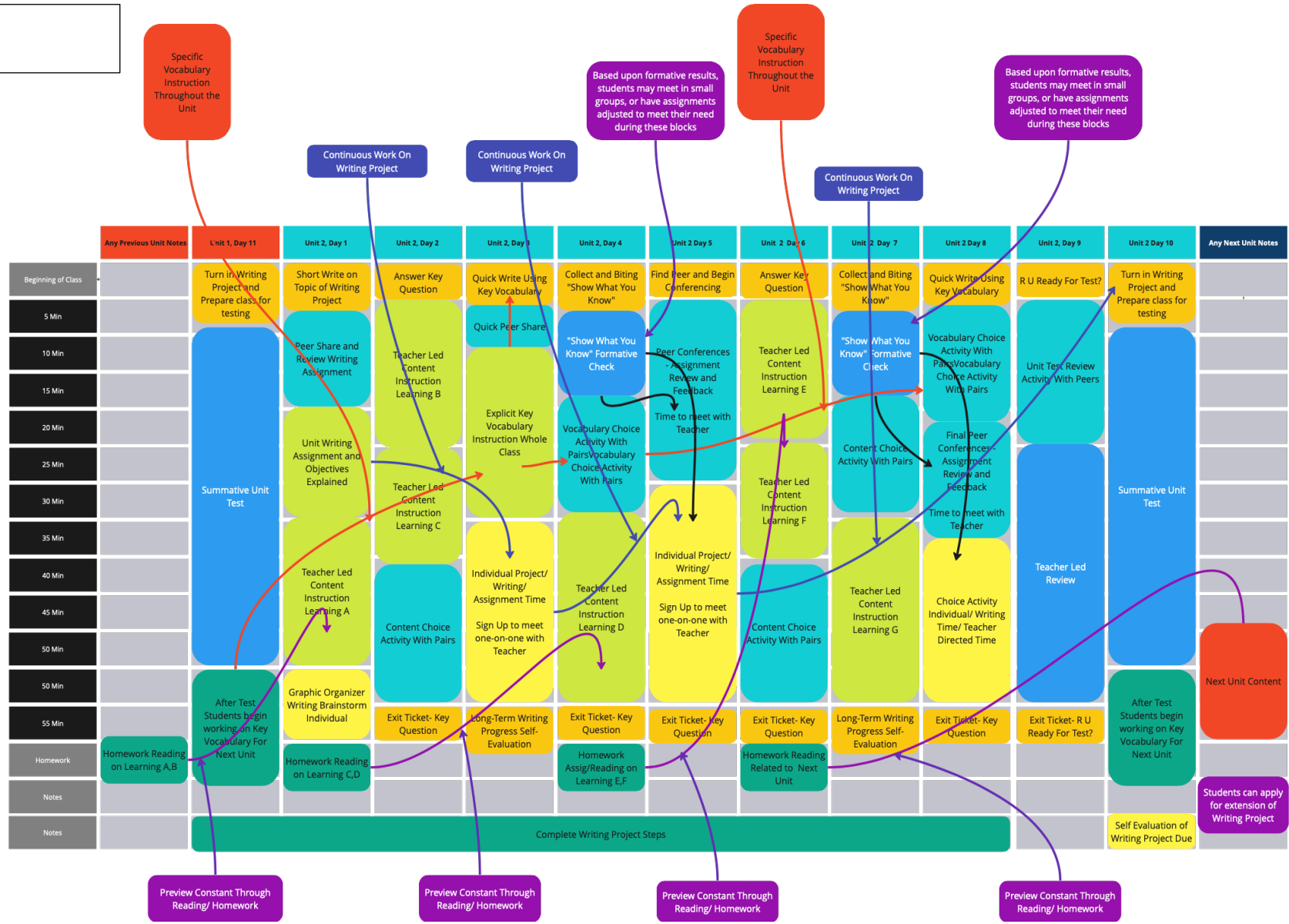
Julie : Focus Shorts

<p>Reading Apprenticeship</p> <p>I use this model to have the students continue to revise their thinking about a key question(s). Students will add to, refine, and make better their written response over the unit. Students will conference with each other, and give feedback to each other as part of a formal routine.</p>	<p>Individualized Instruction</p> <p>Each student is different, and therefore assignments need be flexible and tailor to their needs. While some content needs to be mastered as part of the curriculum, it can be modified, as well as the instruction. I build time into units so that I am able to meet one-on-one or in small groups with children to give them feedback or instruction that is appropriate.</p>	<p>Classroom Rituals and Rules</p> <p>Students are always moving in the classroom to complete their own task, and therefore we have very established stations and places for activities. When we transition, we take time to make sure the class is all ready before we break up and get to work. We start building these routines early in the school year because it takes time for the students to do them independently.</p>	<p>Previewing</p> <p>Previewing is a very powerful strategy and especially helpful for students who generally struggle. Before each unit, I integrate the concepts from the next unit so they are not completely new to the students. I also give a homework assignment where the students are to define vocabulary words for the next unit.</p>		
<p>Revising Knowledge</p> <p>I believe that students need the opportunity to be proud of a polished finished product that showcases their skills. Not all students are able to do this at the same pace, and there fore need time to make mistakes and make their product better. Each unit I pick one or two assignments where the students are able to build upon towards a finished product. My preferred method is using the writing process as the communication tool.</p>	<p>Similarities and Differences</p> <p>This is a well known strategy for helping students build knowledge. I believe that when students have something to react to, they are more likely to engage in assignments and think about learning. I use similarities and differences in several ways with students: As part of the revision/ feedback process during writing, during class using graphic organizers, and as a homework assignment.</p>	<p>Meta-cognition</p> <p>I value honesty in a student's ability to self-evaluate what they learned and the type of products they produce. Over the course of a unit, we practice feedback with others, but it begins with students filling out a self-evaluation first. I don't want them to be afraid of feedback.</p>	<p>Vocabulary Instruction</p> <p>Students have to be able to know key vocabulary in order to speak the language of learning. I try to ensure that students are interacting with key vocabulary before the unit and multiple times during. They are often required to use key words in final writing products to demonstrate knowledge and understanding.</p>		
<p>Formative Assessment</p> <p>Without checking students' knowledge, I cannot determine how to adjust instruction or assignments. I collect quizzes and bell ringers to see how the students are grasping information. I also believe in student choice and allow them to self-select the type of assignment or activities they wish to do.</p>	<p>Summative Assessment</p> <p>At the end of units I believe that two types of assessments are best to capture student understanding. One is a more traditional test and the other a writing assignment that answers a big idea question. Students will build to this final project over the course of the unit or units. I also am a firm believer that students should have the ability to retake tests and get a better grade the second time if they learn the material.</p>	<p>Walls and Décor</p> <p>My room is brightly colored and exciting to enter into as a student. Learning happens here! I use my walls to keep the students informed of learning goals, key vocabulary, or important dates/events coming up. I am able to refer to these during class and remind students to use the resources around them when they have questions.</p>	<p>Specialized Areas/ Designated Spaces</p> <p>I treat the classroom space as a resource that I can use for learning. Depending upon what I am doing in class, the seating arrangement will change. Areas of the classroom are also designated with resources for specific routine activities (Reading Apprenticeship Feedback, iPad for research for example).</p>		

Julie : Idealized Instructional Unit Plan

	Any Previous Unit Notes	Unit 1, Day 11	Unit 2, Day 1	Unit 2, Day 2	Unit 2, Day 3	Unit 2, Day 4	Unit 2 Day 5	Unit 2 Day 6	Unit 2 Day 7	Unit 2 Day 8	Unit 2, Day 9	Unit 2 Day 10	Any Next Unit Notes		
Beginning of Class		Turn in Writing Project and Prepare class for testing	Short Write on Topic of Writing Project	Answer Key Question	Quick Write Using Key Vocabulary	Collect and Biting "Show What You Know"	Find Peer and Begin Conferencing	Answer Key Question	Collect and Biting "Show What You Know"	Quick Write Using Key Vocabulary	R U Ready For Test?	Turn in Writing Project and Prepare class for testing			
5 Min		Summative Unit Test	Peer Share and Review Writing Assignment	Teacher Led Content Instruction Learning B	Quick Peer Share	"Show What You Know" Formative Check	Peer Conferences - Assignment Review and Feedback	Teacher Led Content Instruction Learning E	"Show What You Know" Formative Check	Vocabulary Choice Activity With PairsVocabulary Choice Activity With Pairs	Unit Test Review Activity With Peers	Summative Unit Test			
10 Min			Unit Writing Assignment and Objectives Explained	Teacher Led Content Instruction Learning C	Explicit Key Vocabulary Instruction Whole Class	Vocabulary Choice Activity With PairsVocabulary Choice Activity With Pairs	Time to meet with Teacher	Teacher Led Content Instruction Learning F	Content Choice Activity With Pairs	Final Peer Conferences - Assignment Review and Feedback					
15 Min			Teacher Led Content Instruction Learning A	Content Choice Activity With Pairs	Individual Project/ Writing/ Assignment Time	Teacher Led Content Instruction Learning D	Individual Project/ Writing/ Assignment Time	Sign Up to meet one-on-one with Teacher	Teacher Led Content Instruction Learning G	Time to meet with Teacher			Choice Activity Individual/ Writing Time/ Teacher Directed Time		
20 Min			Graphic Organizer Writing Brainstorm Individual	Exit Ticket- Key Question	Long-Term Writing Progress Self-Evaluation	Exit Ticket- Key Question	Exit Ticket- Key Question	Exit Ticket- Key Question	Long-Term Writing Progress Self-Evaluation	Exit Ticket- Key Question			Exit Ticket- R U Ready For Test?	Teacher Led Review	
25 Min			After Test Students begin working on Key Vocabulary For Next Unit	Homework Reading on Learning C,D		Homework Assig/Reading on Learning E,F		Homework Reading Related to Next Unit						After Test Students begin working on Key Vocabulary For Next Unit	
30 Min			Homework Reading on Learning A,B												
35 Min															
40 Min															
45 Min															
50 Min															
55 Min															
Homework															
Notes		Complete Writing Project Steps													
Notes												Self Evaluation of Writing Project Due	Students can apply for extension of Writing Project		

Julie : Connection Overlay



Meg : Focus Shorts

<p>Project Based-Instruction</p> <p>To engage students in learning, having a central project that is of interest to them is important. These assignments can be differentiated to meet the needs of different learners. Any special talents or strengths of students can more easily be showcased during projects than with traditional testing only.</p>	<p>Student-Centered / Constructivist Approach</p> <p>Learning is meaningless unless it is relevant to the student. Although we have curriculum to follow, that does not mean that the entire class has to always do the same thing. The teacher should be able to tailor the instruction to the interests of each student as well.</p>	<p>Differentiation</p> <p>Since each student has different learning styles, abilities, skills, and needs the teacher is responsible to adapt learning to students with disabilities. Working with special education teachers, the classroom teacher must make the appropriate accommodations for each student. The accommodations are not limited to instruction, but also for assessments and graded assignments as well.</p>	<p>Instructional Scaffolding</p> <p>Students should choose learning goals that match their interests in addition to those on regular assignments and tests. Students will be more motivated to learn if they have goals personal to them. For each unit students will be graded on these and the scores will be factored into classroom grades.</p>	<p>Multiple ways to represent knowledge</p> <p>Not all students are good formal test takers, and cannot always show what they know in that way, especially students with disabilities. Teachers should vary the assignments that are given so that students have multiple chances to demonstrate that they have learned in the classroom. They also should be given projects that allow students to choose the format of their final presentation.</p>	<p>Retest/ Rework/ Redue/ Continuous Revision</p> <p>If teachers believe in inspiring life-long learners, then they should be in favor of encouraging students to keep learning material even after a test. To encourage this, students should be given multiple opportunities to retake and improve their test and project scores</p>
<p>Writing Process</p> <p>Writing is an essential form of communication and therefore all students should become good at this skill. Teachers should incorporate writing assignment into each unit and follow the process of peer review and revision. This doesn't always have to be a major writing assignments as it is valuable in small form as well. What is most important is that the students are using the process to improve the way that they express themselves.</p>	<p>Expressions of Communication</p> <p>Students should be encouraged to express their interests, emotions, and creativity in the classroom. Creative assignments that allow students to showcase their individuality should be done in each unit. When students are given the freedom to choose how to represent what they have learned, they are more motivated to learn.</p>	<p>Questioning</p> <p>Feedback is critical for students to revise and adjust their work prior to turning in the final project. When students are in a routine of giving constructive feedback to peers, then this same activity can be incorporated into all aspects of class.</p>	<p>Vocabulary Instruction</p> <p>Students should use the vocabulary for each unit in multiple ways during class. By asking students to incorporate vocabulary words into projects and writing, they are able to show that they know the words by using them in real-life situations.</p>	<p>Formative Assessment</p> <p>Teachers need to know how students are doing with their learning through each unit so that they can make adjustments to the instruction. This can be done through quiz's, personal check-ins, meetings with peers, using checklists, or self-evaluations. The teacher then knows when students need the most help and can make time to meet with them.</p>	
<p>Learning Goal Communication</p> <p>Learning goals for each unit should be clear to the students and teachers. Teachers should review the learning goals with students everyday so that they see what they should focus on. Since some students have individual goals, such as those with special needs, the teacher is responsible for tracking and communicating progress with these goals as well.</p>					

Meg : Idealized Instructional Unit Plan

	Any Previous Unit Notes	Unit 1, Day 11	Unit 2, Day 1	Unit 2, Day 2	Unit 2, Day 3	Unit 2, Day 4	Unit 2 Day 5	Unit 2 Day 6	Unit 2 Day 7	Unit 2 Day 8	Unit 2, Day 9	Unit 2 Day 10	Any Next Unit Notes																								
Beginning of Class						Pick Up and Begin Quiz	Pick Up and Begin Quiz			Pick Up and Begin Quiz																											
5 Min		Formal, Traditional Summative Assessment	Teacher Unit Introduction	Answer Questions About Homework	Answer Questions About Homework	Vocabulary Quiz	Unit Quiz	Answer Questions About Homework	Answer Questions About Homework	Vocabulary Quiz	Student Presentations of Individual Projects	Formal, Traditional Summative Assessment																									
10 Min																																					
15 Min																																					
20 Min					Teacher Instruction Learning A			Teacher Instruction Learning B	Answer Questions About Homework				Answer Questions About Homework	Teacher Instruction Learning E	Teacher Instruction Learning F	Answer Questions About Homework																					
25 Min					Introduce Central Project			Teacher Instruction Learning A	Teacher Instruction Learning B				Teacher Instruction Learning C	Teacher Instruction Learning D	Teacher Instruction Learning E	Teacher Instruction Learning F	Teacher Instruction Learning G	Student Presentations of Individual Projects	Formal, Traditional Summative Assessment																		
30 Min																																					
35 Min																																					
40 Min				Student Presentations of Individual Projects																Students choose their differentiated project	Group Learning Activity/ Meet with Students	Individual Choice Activity	Individual Writing Activity	Group Learning Activity/ Meet with Students	Individual Writing Activity	Group Learning Activity/ Meet with Students	Individual Choice Activity	Review for Unit Test	Student Presentations of Individual Projects								
45 Min																																					
50 Min																														Students Have time to Choose and Write Extra Individual Learning Goals	Individual Writing Activity	Group Learning Activity/ Meet with Students	Individual Writing Activity	Group Learning Activity/ Meet with Students	Individual Choice Activity		
50 Min							Peer Feedback			Peer Feedback	Peer Feedback	Peer Feedback									Peer Feedback																
55 Min						Learning Progress Check-In	Learning Progress Check-In			Learning Progress Check-In	Learning Progress Check-In	Learning Progress Check-In									Learning Progress Check-In																
Homework						Learning A Homework Choice	Have Learning Goal Signed By Parent			Learning A-C Homework Choice	Learning A-D Homework Choice	Learning A-E Homework Choice									Learning A-F Homework Choice	Learning A-G Homework Choice								Finish Presentation	Study For Test	Retakes For Tests Ongoing					
Notes							Learning A-B Homework Choice																														
Notes																																					

Meg : Connection Overlay



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10 Min																									
15 Min																									
20 Min					Teacher Instruction Learning A			Teacher Instruction Learning B	Answer Questions About Homework				Answer Questions About Homework	Teacher Instruction Learning E	Teacher Instruction Learning F	Answer Questions About Homework									
25 Min					Introduce Central Project			Group Learning Activity/ Meet with Students	Individual Choice Activity				Teacher Instruction Learning C	Teacher Instruction Learning D	Teacher Instruction Learning G	Answer Questions About Homework									
30 Min																									
35 Min		Student Presentations of Individual Projects	Students choose their differentiated project	Students Have time to Choose and Write Extra Individual Learning Goals		Individual Writing Activity	Group Learning Activity/ Meet with Students			Individual Writing Activity							Group Learning Activity/ Meet with Students	Teacher Instruction Learning G							
40 Min																									
45 Min																									
50 Min													Individual Writing Activity	Group Learning Activity/ Meet with Students	Individual Writing Activity	Group Learning Activity/ Meet with Students			Teacher Instruction Learning G						
50 Min											Peer Feedback	Learning Progress Check-In	Peer Feedback	Learning Progress Check-In	Individual Choice Activity										
55 Min				Learning Progress Check-In					Individual Choice Activity	Review for Unit Test	Student Presentations of Individual Projects														
Homework				Learning A Homework Choice	Have Learning Goal Signed By Parent	Learning A-C Homework Choice	Learning A-D Homework Choice	Learning A-E Homework Choice	Learning A-F Homework Choice	Learning A-G Homework Choice	Finish Presentation	Study For Test	Retakes For Tests Ongoing												
Notes					Learning A-B Homework Choice																				
Notes																									

Check In to Inform Instruction

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Check In to Inform Instruction

Quiz to Inform Instruction

Students will get a second chance to retest for vocabulary they may have missed on previous quizzes.