

## What Motivates Students? That is important data.

### How and Why Take an Interest Inventory

Originally designed for reading, this is a survey that asks students what kinds of things they like to read. That information will help you select materials for independent reading and for special lessons. You can expand this inventory to ask students how they learn math, what kinds of science they want to learn, and what they like to write.

### BUILD SOCIAL EMOTIONAL DEVELOPMENT INTO YOUR CURRICULUM

	<i>1<sup>st</sup> quarter</i>	<i>2<sup>nd</sup> quarter</i>	<i>3<sup>rd</sup> quarter</i>	<i>4<sup>th</sup> quarter</i>
<b>SOCIAL EMOTIONAL Development</b>	Interest Inventory			
	<u>Poems and Songs</u> : Read and write positive poems and songs  <u>Learning Partners</u>	<u>Poems and Songs</u> : Read and write positive poems and songs  <u>Learning Groups</u>	<u>Poems and Songs</u> : Read and write positive poems and songs  <u>Learning Teams</u>	<u>Poems and Songs</u> : Read and write positive poems and songs  <u>Learning Leaders</u>

*The Teachers' Toolkit includes planning tools and resources to support social emotional development.*

### Poetry and Music: Why, How, What

**Why:** *Poetry and music express ideas and feelings and can help students understand and communicate their own and others' emotions.*

**How:** *Students read/listen to inspiring poems and songs. Students write their own poems and songs.*

See the Teacher Toolkit for guides to interpreting and writing poems and songs.

**What:** *The website [teacher.depaul.edu](http://teacher.depaul.edu) will post spirituals and poems that you can use in addition to poems available in your school and on the Internet.*

### Learning Partners, Groups, Teams, Leaders

*These are recommended ways to build collaboration and increase learning. See Think-Pair-Share and the Progressive Assessment guides in the Teachers' Toolkit for recommended ways to establish learning partners. The sequence starts with pairs, then expands to groups. The Teams in third quarter can be organized to support projects and ISAT preparation. The 4<sup>th</sup> quarter emphasis on leaders is to support greater independence as students move to the next grade.*

## Determine Them to Differentiate Instruction

*Diversify instruction and assessment to respond to individual learning needs and styles.*

<i>Teach Explicitly</i>	<i>Learn—or Assess Diversely Assessment if done <b>independently</b></i>
<p><b>Word Knowledge</b> T: Display words and pictures by patterns and topic</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw pictures to show what words mean.</li> <li><input type="checkbox"/> Match words/pictures pictures/words.</li> <li><input type="checkbox"/> Chart word patterns.</li> <li><input type="checkbox"/> Make alphabet chart or book.</li> <li><input type="checkbox"/> Write sentence with word.</li> <li><input type="checkbox"/> Choose word to complete sentence.</li> <li><input type="checkbox"/> Make/complete grammar chart rule and example.</li> </ul>
<p><b>Comprehension and Fluency</b> <i>DRTA:</i> T: Preview S: Predict; read; check prediction  <i>PQRST:</i> T: Preview; ask BIG question S: Read, organize, show, tell  <i>Reading Transfer:</i> T: Read to, read with students S: Re-read to find out more.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw pictures of: characters, setting, event.</li> <li><input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web.</li> <li><input type="checkbox"/> Answer multiple choice question; explain your choice.</li> <li><input type="checkbox"/> Write or match sentences that describe or explain _____.</li> <li><input type="checkbox"/> Infer characteristics, motives, prior actions, next action.</li> <li><input type="checkbox"/> Summarize.</li> <li><input type="checkbox"/> Identify the main idea, give examples.</li> <li><input type="checkbox"/> Dramatize the story or history</li> <li><input type="checkbox"/> Write the next part.</li> <li><input type="checkbox"/> Write note to or from someone who “was there”.</li> </ul>
<p><b>Strategic Reading</b> T: Think out loud—explain the strategies you use as you read</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Think out loud.</li> <li><input type="checkbox"/> List what’s important</li> <li><input type="checkbox"/> Ask yourself questions as you read</li> <li><input type="checkbox"/> Apply the same strategy to different sections or texts.</li> <li><input type="checkbox"/> Draw what you read</li> </ul>
<p><b>Math</b> T: Demonstrate math T: Post vocabulary and example/picture</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw the problem and solution</li> <li><input type="checkbox"/> Act out the problem and solution</li> <li><input type="checkbox"/> Write math—examples, explanations, “Math Path”.</li> <li><input type="checkbox"/> Make up math problems.</li> <li><input type="checkbox"/> Make math glossary.</li> <li><input type="checkbox"/> Write a math guide</li> </ul>
<p><b>Content Knowledge</b> T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List important words, add pictures.</li> <li><input type="checkbox"/> List information about one category.</li> <li><input type="checkbox"/> Draw pictures that show facts about this topic.</li> <li><input type="checkbox"/> Complete graphic organizers.</li> <li><input type="checkbox"/> Give facts that support an idea.</li> <li><input type="checkbox"/> Identify or choose an idea that facts support.</li> <li><input type="checkbox"/> Write and/or draw about a topic.</li> </ul>
<p><b>Writing</b> T: Do a “write aloud” ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work on one kind of writing at a time.</li> <li><input type="checkbox"/> Focus on one criterion for good writing at a time.</li> <li><input type="checkbox"/> Edit writing for that one focus.</li> <li><input type="checkbox"/> Illustrate your own writing.</li> <li><input type="checkbox"/> Make punctuation posters</li> </ul>