

TEACH STRATEGICALLY

- ✓ Chunk the content.
- ✓ Provide different kinds of learning challenges
- ✓ Give students choices of kinds of activities to complete.
- ✓ Assess based on the kind of activity that students do well to explain and apply the content you chunked

Ways to help students learn

Student demonstrates

“Think out loud”

Model different ways to proceed

Peer coach

Learning “partner”

Work in groups

Post example

Post vocabulary

Post a path—steps to follow

Draw the steps

Start with simpler task, build on that core

Daily journal

Activities and/or Assessments

The following activities all require students to apply what they learn. They can be activities if you guide the students and they work collaboratively. They are assessments if the students complete them independently. Add your own activities to the list.

Make a chart of _____	Write a letter from _____ to _____
Take notes about topic, exchange.	Make a glossary of important words
Scan text to locate information	Use today's words in sentence
Outline the topic	Write an explanation of _____
Re-read to find _____	Locate and classify information about _____ in these categories: _____
Summarize the _page _topic chapter	Make up challenging open-ended question—give to other student.
Write an explanation/guide to _____	Make your own version of our technical manual.
Make up multiple-choice questions	Make a flow chart of _____
List _____	Correct/edit _____ for accuracy.
Prepare a lesson YOU teach about _____	Write a job application communicating your ability to _____.
Write the next part of the guide	List the steps to _____
Compare ___ and ___ in a Venn Diagram	Demonstrate how to _____
Make a map of _____	Make a model of _____
Make a causes-effect diagram of _____	Draw or diagram how to _____.
Illustrate _____	Make a PowerPoint to explain _____
Graph the _____	Write an explanation of this diagram.
Make a time-line of _____	Write a summary.
Correct/edit _____.	Prepare a report on _____

UNIT PLAN

TOPIC	
READ	What How
DO	
WRITE	
PLUS	

Teach by the Week

Each week, organize the learning so that students begin with your model and complete the week with independent ability.

This Week's Focus :

Day	Main Activity
Monday Teacher: Model, Guide, Interest. Student: "Get it"	
Tuesday Teacher: Guide, Go Farther Student: Get It Clear— Take it and Use It	
Wednesday Teacher: Guide Ahead Student: Work It— Think More, Do More	
Thursday: Teacher: Check for Independence Respond to Gaps Student: Think It Through	
Friday Teacher: Fix—Support Students Needing Additional Guidance Student: Finish UP	

Students are responsible for learning progress.

How to Read to Learn

Begin with Focus ➡

- ✓ Establish a purpose for reading
- ✓ Skim a text to identify patterns and kinds of content
- ✓ Focus on the reading

Get It Clear ⇨

- ✓ Check understanding
- ✓ Look for important ideas—use structure of the text to help find them
- ✓ Ask yourself questions as you read
- ✓ Paraphrase
- ✓ Make mental pictures as you read
- ✓ Adjust reading rate to level of text difficulty
- ✓ Re-read to find information, check meaning
- ✓ Scan a text to locate information
- ✓ Read ahead for clarification

Think It Through ⇨

- ✓ Summarize a section of a text
- ✓ Evaluate information and ideas

Get It Together ❖

- ✓ Synthesize information
- ✓ Connect ideas and information from different sources.

Get It Across ⇨

- ✓ Share what you learn from your reading
- ✓ Keep it—write what's important to you in your own words.

STRATEGIES THAT BUILD INDEPENDENT READING COMPETENCE

ILS1B: Read with understanding.

Choose one strategy to work on each week.

Strategy
Establish a purpose for reading—ask a big question, start with a reason to read.
Skim a text to detect major visual patterns—see how the pages are organized.
Use structure of text to locate information—use paragraphs, headings to help see what’s important.
Look for important ideas—stop after you read a section and figure out what’s important.
List information related to a topic or question—make notes as you read.
Make a time-line/sequence events—add more as you read.
Scan a text to locate information quickly—look back for a fact, re-scan to find something you have a question about.
Outline in a variety of ways—make a list of the topics, then make a “web” with your topics.
Re-read to clarify—figure out what you need to know, then re-read to get that information.
Summarize—list what’s important, then write it in your own words.
Chart information—list important information about different topics.
Make a Venn diagram to compare/contrast—and write an explanation of your diagram.
Use cause-effect diagram to identify relations—show the relationships you read, also show relationships you infer.
Develop a mental image of the meaning—illustrate what you read.
Identify Level/kind of question—before you answer a question, answer this question: what kind of skill does it ask me to apply?
Ask yourself questions as you read—note them and then after you read, see how much you learned.
Take notes—list important information and key words as you read.
Adjust reading rate to level of text difficulty—if the text has a lot of information in it, take time to be sure you understand that information and how it relates to the topic.
Synthesize what you read with what you knew.

Here is the Question of the Week.

Collect information to respond to it.

At the end of the week, use what you learned to explain your answer.

Learning Log

Content Goal: I can identify important terms and ideas.

Each day, note the most important idea or strategy you learn.

<i>M</i>	
<i>T</i>	
<i>W</i>	
<i>T</i>	
<i>F</i>	PLUS: Summarize the week's learning.

CORE VOCABULARY

TOPIC: _____

Term	What It Means	Example

Write with these words. Explain “how to”.

ESSENTIAL VOCABULARY

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word.

Write with the words. Explain the topic.

Meet the standard:
 Check your work—is it
 ✓ complete?
 ✓ correct?
 ✓ clear?

*Exceed the Standard:
 Write what you learned by
 doing this project.*

Build Knowledge: FACT BANK

TOPIC: _____

Important Facts

Evaluate your facts. Decide which facts are most important.

Expand Knowledge

Use these facts to write about this topic to explain it to other students.

QUESTION MAKER

Question Maker: Write your question here.



You can make it multiple choice. To do that put the correct answer and three other possible answers here.

Question Taker:

What's your answer?

Explain how you decided on that answer.

How to Summarize

Topic: _____

List the “top ten” words that are part of what you learned about it.

What are the two or three most important points you learned?

Write a summary. Include the main points.

THINK TOGETHER: THINK-PAIR-COMPARE

CRITERIA FOR EFFECTIVE THINK-PAIR-COMPARE PROMPTS

- *OPEN ENDED
- *RELATE TO YOUR TOPIC
- *CAN BE FUN
- *SHOULD REQUIRE SHORT ANSWERS

EXAMPLES OF THINK-PAIR-SHARE PROMPTS

How did you solve this problem?

What are three words that are most important to today's lesson?

What is a BIG question that might be on a test about this topic?