

My Strategy Guide—Ways to Scaffold and Engage and Advance Learning

Powerful Practices	Teaching Strategies	Diverse Student Activities/Assessments
<input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Using short segments of passages to teach vocabulary in context/writing <input type="checkbox"/> Specific Informal Assessment <input type="checkbox"/> Curriculum-Based “probes” to clarify thinking <input type="checkbox"/> Reciprocal Peer Tutoring <input type="checkbox"/> Explicit Timing <input type="checkbox"/> Teacher Think-Alouds <input type="checkbox"/> Peer Tutoring <input type="checkbox"/> Using Response Cards During Instruction Roberta C. Kaufman and Robert W. Wandberg, editors, <u>Powerful Practices for High Performing Special Educators</u> , Corwin Press, 2010.	<input type="checkbox"/> model <input type="checkbox"/> students demonstrate <input type="checkbox"/> clear directions <input type="checkbox"/> explicit objective <input type="checkbox"/> illustrated word wall <input type="checkbox"/> check for understanding daily <input type="checkbox"/> week synthesis <input type="checkbox"/> work with pairs and small groups <input type="checkbox"/> gradual release of responsibility <input type="checkbox"/> ask challenging questions <input type="checkbox"/> scaffold student learning progress to independence <input type="checkbox"/> use differentiated assessments <input type="checkbox"/> “fold-a-books” <input type="checkbox"/> model writing with “mentor” texts	<input type="checkbox"/> write __letter __poem __article __story <input type="checkbox"/> draw/write about music <input type="checkbox"/> “read” paintings <input type="checkbox"/> act out a story or history <input type="checkbox"/> invent a game <input type="checkbox"/> modify a story <input type="checkbox"/> outline, write, illustrate a topic booklet <input type="checkbox"/> make problem-solving guide <input type="checkbox"/> build models <input type="checkbox"/> create museum-like displays <input type="checkbox"/> make portfolios <input type="checkbox"/> present topics <input type="checkbox"/> debate <input type="checkbox"/> write songs <input type="checkbox"/> word and number games <input type="checkbox"/> make picture glossary

ENRICHMENT AND ACCOMMODATIONS for Individual Students

Student	Enrichment/Accommodations
AJ	Peer tutoring--Work with partner; make notes with learning partner at completion of activities;
JA	Use checklist to organize work; complete tasks with same skills but less complex text or problem

Examples in the following pages can—and should—be replaced by your strategies.

MATH Learning Activities and Assessments

This week's featured skill/strategy: multiplying whole numbers—each day students will work with Everyday Math focus and activity; the week's homework and assessment will emphasize one of the focuses—I have noted multiplication here—I'm not sure which focus actually is in the Everyday Math program for this coming week.

With Everyday Math there is comprehensive ongoing development; each week check one practice standard or focus strategy/ Math content; grades 6-8 will work with math innovative program, adjust this planner as appropriate)
Math Practice Standards: 1. Make sense of problems, then solve them persistently. 2. Think quantitatively and abstractly.
(insert other standard/s as appropriate)

Formative Assessment: Students will solve problem and explain how they did it—"math path"

Materials: Everyday Math, Section N

M Preview, Model, Interest	T Model and Guide	W Go Deeper	TH Assess and Clarify	F Fix and Finish UP
<p>I do: model the strategy How to multiply with whole numbers, make sequence list--steps</p> <p>We do: Apply the strategy Students complete problem</p> <p>You do: CORE: __solve problem with partner or group, write steps</p> <p>ADVANCED: __make up problems with this week's focus</p> <p>✓ Check for understanding __math journal</p>	<p>I do: model the strategy Today's everyday math focus is _____</p> <p>We do: Apply the strategy _____</p> <p>You do: CORE: Complete the activity:</p> <p>ADVANCED: __make up problems with this week's focus</p> <p>✓ Check for understanding __math journal</p>	<p>I do: model the strategy Today's everyday math focus is:</p> <p>We do: __Apply the strategy</p> <p>You do: CORE: Revisit multiplication-- __correct problem solution – identify and fix errors</p> <p>ADVANCED: __make up/modify a game</p> <p>✓ Check for understanding __math journal</p>	<p>YOU DO: Formative Assessment—students will...</p> <p>Solve multiplication problem</p> <p>✓ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress.</p> <p>Students needing support: __re-model the math __play math game __make step-by-step sequence chart _____</p> <p>Today's Everyday Math Focus and Activity:</p> <p>ADVANCED: __Extended response</p>	<p>Today's Everyday Math Focus and Activity</p> <p>T: Guides students needing support— __think out loud __make step by step guide __practice with a partner _____</p> <p>ADVANCED Students who "meet" move up--activity: __write a math page/booklet __ask then answer challenging word problems __make math display _____</p> <p>SYNTHESIS: What rules, ideas, or patterns did we learn from this week's math?</p>
Homework Use step-by-step guide to solve problem.	Homework Use step-by-step guide to solve problem	Homework Use step-by-step guide to solve problem	Homework Make up a page for a math book—how to multiply	Homework

Reading Comprehension Learning Activities and Assessments

Standard: 1. Ask and answer questions to **demonstrate understanding** of a text, referring explicitly to the text as the basis for the answers.

ELL: Insert WIDA standard: _____



This week's reading: List here whatever story the students will read-

This week's featured Strategy/Skill: Analyze causes and effects

This week's text-based writing (to assess reading competence): paragraph—with focus and support—to explain an event

M: Preview, Model, Interest	T: Model and Guide	W: Go Deeper	Th: Assess and Clarify	F: Fix and Finish UP
<p>I do: Read/Think Out loud Re-visit last week's story—what was a choice one character made? What resulted? Diagram, cause-effect.</p> <p>We do: Continue diagram—what was the solution to that problem last week—diagram its effects.</p> <p>You do: CORE: Start to read another story—teacher works with groups.</p> <p>ADVANCED: list ways writer helps you understand.</p> <p>✓ Check for understanding __learning log</p>	<p>I do: Read/Think Out loud Diagram cause-effect from this week's story.</p> <p>We do: Predict what will happen—based on events so far in story.</p> <p>You do: CORE: Continue story—teacher works with groups—analyze choices and actions..</p> <p>ADVANCED: Illustrate the main events so far in the story with captions</p> <p>✓ Check for understanding __learning log</p>	<p>I do: Read/Think Out loud Continue cause-effect diagram</p> <p>We do: Predict effects on characters of the events.</p> <p>You do: CORE: Complete story—teacher works with groups—analyze choices and actions..</p> <p>ADVANCED: __write letter to writer</p> <p>✓ Check for understanding __learning log</p>	<p>YOU DO: Formative Assessment—read one-page story. Diagram cause-effect. Write paragraph explaining the diagram.</p> <p>✓ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress.</p> <p>Students who need support will make sequence chart of story, add captions to identify cause-effect relations.</p> <p>ADVANCED: __add to the passage—add dialogue or another event</p>	<p>T: Guides students needing support— __use graphic organizer to clarify __think out loud with student(s) __apply same skill/strategy with an easier text</p> <p>ADVANCED: write "HOT" questions – with answers, exchange.</p> <p>Student projects completed today can include revision of Thursday work. Grade should be based on Friday "finish".</p> <p>Synthesis What did we learn about reading this week? Students should include</p>
Homework Write note to character in story—tell what you think will happen.	Homework Write note to character in story—tell what you think they should do next and why.	Homework Illustrate the story.	Homework Read another story. List one choice and what it causes.	Homework

	<i>M: Preview, Model, Interest</i>	<i>T: Model and Guide</i>	<i>W: Go Deeper</i>	<i>Th: Assess and Clarify</i>	<i>F: Fix and Finish UP</i>
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Choose Important Content and Skills <input type="checkbox"/>		Model, then Guide Active Learning 		Assess <input checked="" type="checkbox"/>	Expand 
Fluency Activities This week's Read Aloud: INSERT HERE THE POEM OR OTHER TEXT	I DO Model reading with ___comprehension YOU DO ___partner reading ADVANCED: ___add lines to the reading	I DO Model reading with ___expression YOU DO ___partner reading ADVANCED: ___Use symbols to show parts to emphasize	I DO Model reading with ___expression YOU DO ___choral reading ADVANCED: ___make guide to reading	YOU DO--How I'll assess—students will... ___read to a partner, check ___expression I DO: clarify based on assessment. ___reciprocal reading ADVANCED: ___read new selection	<i>T: Guides students needing support—</i> ___guided practice with familiar passage ___pair and practice _____ ADVANCED ___write about this week's read aloud Synthesis: <i>What did we learn about fluency this week?</i>

WORD KNOWLEDGE	Preview, Model, Interest	Model and Guide	Go Deeper	Assess and Clarify	Fix and Finish UP
CCSSR4 This week's word pattern: Singular and plural nouns This week's vocabulary We will identify from readings—story and social studies and science	I DO Model how to recognize and use this week's word pattern. We do—find example in a reading YOU DO CORE ___list examples of this word pattern in readings ADVANCED: ___Make glossary Check for Understanding: ___Pair/Compare	I DO Model how to recognize and use this week's word pattern (different examples) We do—find example in a reading YOU DO CORE Make singular-plural chart ADVANCED: ___Write sentences with subject-verb agreement Check for Understanding: ___Pair/Compare	I DO Model writing with this week's words. We do—find example in a reading YOU DO CORE write with words that show this week's pattern ADVANCED: ___play/invent word game Check for Understanding: ___learning summary	How I'll assess—students will... ___write sentences with words of the week I DO I'll clarify based on how they respond to the assessment. ___"student models"—students share their examples Students who need support: ___make list of what you need to know to recognize and use these words ADVANCED ___write a paragraph or poem including words with this pattern	I DO Guides students needing support— ___use words in writing sentences ADVANCED ___make guide to using singular and plural nouns Synthesis: Contribute to report: what we learned about words this week.

Science Learning Activities and Assessments Topic: Simple Machines

GOAL: Learn how simple machines work.

READ: guide to simple machines—lever, pulley, inclined plane

CCSS X1 Read closely, answer with evidence X 4 develop academic vocabulary

Reading Skills/Strategy Emphasized: X analyze ___infer ___summarize

ORGANIZE -- use graphic organizer to organize what you learn—that's a pre-writer!

WRITE to X report

Formative Assessment: students identify examples of simple machines and explain effects

<i>M Preview, Model, Interest</i>	<i>T: Model and Guide</i>	<i>W Go Deeper</i>	<i>TH Assess and Clarify</i>	<i>F Fix and Finish UP</i>
<p>I do: Preview, ask FOCUS question or INQUIRY PROMPT: How do simple machines work? Demonstrate inclined plane.</p> <p>We do: Locate examples of inclined planes in school.</p> <p>You do: Core: ___start glossary</p> <p>ADVANCED: ___illustrate page—diagram with captions</p> <p>✓ Check for understanding ___learning report</p>	<p>I do: Model with graphic organizer—how a simple machine works—the lever—graphic organizer is sequence chart—before, after</p> <p>We do: Use graphic organizer to clarify topic—inclined plane; lever—effects they cause.</p> <p>You do: Core: ___list important facts to support idea—read about these two simple machines; list information that tells how each works.</p> <p>ADVANCED: ___write summary</p> <p>✓ Check for understanding ___learning report</p>	<p>I do: Model with diagram how to identify/infer relationships—the pulley.</p> <p>We do: Figure out how the pulley works.</p> <p>You do:</p> <p>Core: ___outline concise report</p> <p>ADVANCED: ___write summary</p> <p>✓ Check for understanding ___learning report</p>	<p>YOU DO: Formative Assessment—students will... Answer the question of the week: How do simple machines work? With examples.</p> <p>✓ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress.</p> <p>Students who need support will ... Re-visit text and take notes about each simple machine.</p> <p>ADVANCED: ___make up, exchange HOT questions</p>	<p>T: Guides students needing support— ___use graphic organizer to clarify</p> <p>ADVANCED: ___make class “chapter” book</p> <p>Student projects completed today can include revision of Thursday work. Grade should be based on Friday “finish”.</p> <p>Synthesis: What did we learn about science this week?</p> <p>And/or</p> <p>What’s our answer to the BIG question?</p>
<p>Homework Identify inclined planes in your home—list them, tell how they help.</p>	<p>Homework Identify levers in your home—list and tell how they help</p>	<p>Homework Identify pulleys in your home—list and tell how they help</p>	<p>Homework Write a one-sentence statement about the purpose of simple machines.</p>	<p>Homework Look for science everywhere</p>

Social Studies Learning Activities and Assessments Topic: Chicago Settlement

GOAL: Learn what kinds of challenges pioneers face

READ: report of pioneer life

CCSS X 1 Read closely, answer with evidence X4 develop academic vocabulary

Reading Skills/Strategy Emphasized: __infer

ORGANIZE -- use graphic organizer to organize what you learn—that's a pre-writer!

WRITE to x report

Formative Assessment: Students answer focus question of the week

<i>M Preview, Model, Interest</i>	<i>T: Model and Guide</i>	<i>W Go Deeper</i>	<i>Th Assess and Clarify</i>	<i>F Fix and Finish UP</i>
<p>I do: Preview, ask FOCUS question: What kinds of challenges did Chicago settlers face?</p> <p>We do: __locate facts __use graphic organizer—chart—challenge is column 1</p> <p><u>You do:</u> Core: locate, list important facts start glossary</p> <p>ADVANCED: __illustrate page</p> <p>✓ Check for understanding __glossary</p>	<p>I do: revisit FOCUS question What kinds of challenges...--add—and how did they affect pioneers?</p> <p>We do: Continue chart: challenge; inference—how did people feel about it?</p> <p><u>You do:</u> Core: Add inferences to the chart—cite paragraph basis for evidence.</p> <p>ADVANCED: __write summary</p> <p>✓ Check for understanding __expand glossary</p>	<p>I do: demonstrate “how to” evaluate information for importance/relevance</p> <p>We do: __identify information to respond to topic/category --column 3—how did they overcome the challenges?</p> <p><u>You do:</u> Core: __complete chart—with evidence from text</p> <p>ADVANCED: __constructed response</p> <p>✓ Check for understanding __learning report</p>	<p>YOU DO: Formative Assessment—students will... __write answer to FOCUS question with information based on reading.</p> <p>✓ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress.</p> <p>Students who need support will re-visit the text and list examples or underline facts to support answer to big question.</p> <p>ADVANCED: __outline report</p>	<p>T: Guides students needing support— __use graphic organizer to clarify</p> <p>ADVANCED: __make class “chapter” book</p> <p>Student projects completed today can include revision of Thursday work. Grade should be based on Friday “finish”.</p> <p>Synthesis: Make display or class booklet that answers the FOCUS question.</p>
<p>Homework What challenges does someone moving to Chicago today face? List five.</p>	<p>Homework What character traits are important to people facing challenges?</p>	<p>Homework What are solutions to challenges that people face moving to Chicago today?</p>	<p>Homework Write a letter as if you were a pioneer.</p>	<p>Homework</p>

WRITING LEARNING ACTIVITIES AND ASSESSMENTS

Standard: *Click here to get grade level standards: 2.* Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Paragraph with focus, support to explain an event.

Punctuation feature: comma Grammar/Structure to check/improve: subject-verb agreement

M Preview, Model, Interest	T Model and Guide	W Go Deeper	Th Assess and Clarify	F Fix and Finish UP
<p>I DO Model how to write well with this week's skill. How to organize a paragraph to explain an event with focus and support.</p> <p>We do: Students contribute to class example.</p> <p>YOU DO CORE start to use this week's writing skill—list what to put into a paragraph about event in this week's story.</p> <p>ADVANCED Make good examples.</p> <p>Check for Understanding: __Pair/Compare</p>	<p>I DO "Write out loud"—model—how to write the paragraph about an event—emphasize cause and effect.</p> <p>We do: contribute to example</p> <p>YOU DO CORE Write with this week's focus skill/format</p> <p>ADVANCED Make good examples</p> <p>Check for Understanding: __Pair/Compare</p>	<p>I DO Revisit the writing skill and format of the week with student-created example.</p> <p>YOU DO Improve this week's writing.</p> <p>ADVANCED Make checklist to make sure this week's skill and prior weeks' skills are all met</p> <p>Check for Understanding: __Pair/Compare</p>	<p>S: students will... __write with this week's skill and format—write another paragraph about another event—include cause-effect information</p> <p>I DO clarify based on response. __List the steps to write __Re-model the writing skill</p> <p>ADVANCED: Write how to write—include example and steps you took to write well.</p>	<p>I DO Guides students needing support— __list steps to write with this skill/format __pair and practice _____</p> <p>ADVANCED __edit and complete exemplary work</p> <p>Student projects completed today can include revision of Thursday work. Grade should be based on Friday "finish".</p> <p>Synthesis: Students write about writing—what they accomplished.</p>
<p>Homework Read a paragraph from a story about an event. List the information the writer includes to help you understand it.</p>	<p>Homework Read a paragraph about an event. List information about causes and effects.</p>	<p>Homework Outline a paragraph—what will you include to explain an event?</p>	<p>Homework Write or rewrite paragraph about an event.</p>	