teachworthy

GO TOs

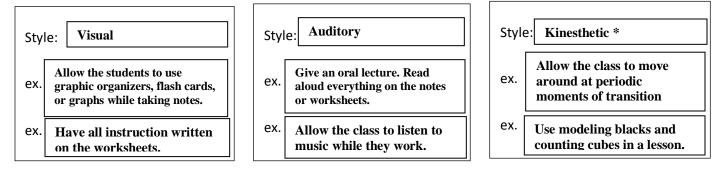
Core Values (TIU3)

Optimism

0

Dedication

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



Activate the Brain – The R's (TIU7)

1.	Relationship	4.	Retrieval	7.	Re-Exposing
2.	Rigor	5.	Routing	8.	Rehearsing
3.		6.		9.	
	Relevance		Retaining		Recognize

Teach the Vocabulary (SS1)

1.	Frayer Model: four-square graphic organizer for students to write out the definition, examples/connections, picture, and sentence.	3.	Word Games: they combine play with learning, helping students to do with words what hands do with tools: Learn to manipulate them. EX: Wheel of Fortune		
2.	Word Walls: Located in the classroom. It enhances the topics and concepts of learning through word definitions, representations, or	4.	Personal Dictionary: Personal journals that students create to keep a running guide to vocabulary words and concepts		

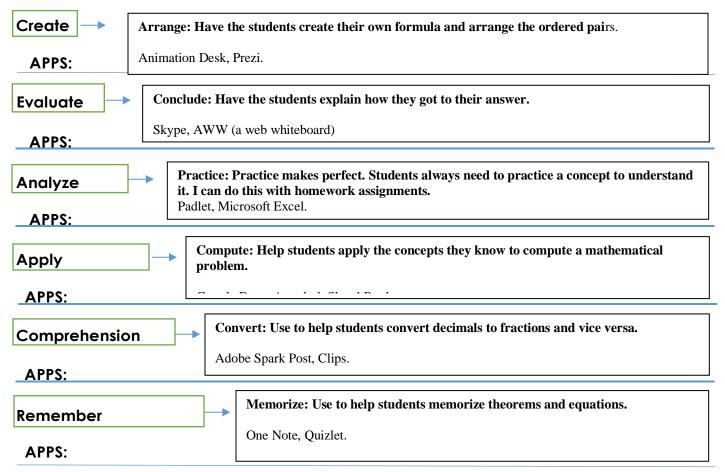
Strategies for Differentiation (SS2)

1.	Tiered Instruction: Change the levels of complexity to meet the developmental needs of the individual students.	3.	Flexible Grouping: Purposeful collaborative groups that allow teachers to match students to necessary tasks and skill levels.
2.	Anchoring Activities: Independent, ongoing activities that the student can work on after all assignments are completed.	4.	Compacting Curriculum: assessing a student's knowledge and skills and providing alternative activities for the student who has already mastered curriculum content.

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

	Example 1	Example 2		
Cooperative Grouping	Think-Pair-Share: The students get to have time to look over/work on their assignment. Then they can pair up and share how they got the answers and help the other student where needed.	Discussion Circle: Give 3 kids jobs: notetaker, monitor (helps direct the convo/gets everyone involved), Map drawer (shows the flow of conversation).		
Graphic Organizers	Use as a visual summary of a lesson or concept. Post these around the room. Get the students involved in the process.	Graphic: Can be used as a project to allow the students to tell me about themselves.		
Advanced Organizers	In math we use Venn Diagrams to show sample space and probability. But these can also be used to define the similarities and differences of mathematical concepts.	Advanced: Show an analogy with an image or visual to allow the students to ease into a new content or topic.		
Similarities / Differences	Venn Diagram to compare and contrast multiple terms.	Have a Circuit Activity where the students walk around the room to interact with each term. Then they get a few minutes at their desk to complete their notes		
Summarizing & Notetaki	While notetaking give them time to make graphic organizers to connect parts of the notes. Also have them write down their questions.	and fill out a compare and contrast Summarizing: The students need to be able to identify the important terms and information. They should also be able to delete repetitive information. Use 3-2-1 Summary as an exit ticket for the end of a lesson.		
Cues & Questions	Use advanced organizers to allow the students to draw their own conclusions. about the content given by the	Comprehension Jenga. Each block has a term on it that they have to describe to their classmates.		

Blooms Verbs (SS8 and SS9)



Four Questions to redirect behavior (CBM5)

1.	What are you doing?	Dealing with Misbehavior: The teacher should calmly approach the student and ask (Reminder: body language and tone are important): <u>Guidelines:</u>
2.	What are you supposed to be doing?	 Do not stray from these 4 questions. Make sure you ask all 4 before continuing the lesson. Do not move on to the next question until you receive an appropriate answer (Watch for Smoke Screens)
3.	Are you doing it?	 Take a second. Do not show emotion or get upset. If they answer the question wrong a second time, become silent. If they continue to answer the question incorrectly give them words of affirmation about them as a person,
4.	What are you going to do about it?	then say "you may either answer the question or you are choosing the consequence" If they chose the consequence then follow through.

Modifications and Accommodations (E6)

<u>Ouantity</u>	Time	Level of Support
Definition Change the # of items they are expected to learn or # of activities that they will complete prior to an assessment. Example Reduce the number of homework practice problems.	Definition Adapt the time allowed for learning, task completion, or testing. Example Extending a due date or allowing more time to complete a quiz or test.	DefinitionIncrease amount of personal assistance to help them stay on task and to reinforce specific skills. Betters the adult-student relationship.ExampleAllow peer buddies or create small group activities with the instructor.
Input	Difficulty	<u>Output</u>
Definition	Definition	Definition
Adapt the way instruction is delivered to the learner.	Adapt the skill level, problem type, or the rules on how the learner may approach the work.	Adapt how the student can respond to instruction.
Example	Example	Example
Print out the slides for them, create more visual aids, enlarge text.	Allow them to use calculators.	Allow them to answer the questions aloud or in writing.
Participation	Notes:	
Definition		
Adapt the extent to which a learner is actively involved in the task.		
Example		
Ask the student to learn a daily procedure, like a bell ringer. Ask them to read a passage aloud.		

1.	Provide access to school computers or print off papers when needed.	4.	Create a strong relationship with them. Be there to listen and help when needed.
2.	Do not have a lengthy school supplies list.	5.	Keep expectations high. Show them that they can be successful.
3.	Stop any harassment seen in my classroom or in the hallways.	6.	Take time to explain the rationale for the rules. Explain correct behaviors.

Reading Strategies to Strengthen Literacy Skills (R8)

	Strategy name		When / how to	us	e it		Define it
1.	Exit Slips – Comprehension.		After reading/With group whole class, or individual		po as	ose sses	ten student responses to questions teachers at the end of a lesson. These quick, informal sments enable teachers to quickly assess ents' understanding of the material.
2.	Paired Reading - Fluency		During reading/In small groups.				Used with readers who lack fluency. In this strategy, students read aloud to each other.
3.	3. List Group Label - Vocabulary Before reading/Wit groups, whole class		fore reading/With oups, whole class, or		student	s to	mantic mapping. The strategy encourages improve their vocabulary and categorization earn to organize concepts.

Making content comprehensible for ELL students (R9)

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

1.	Prepare the lesson
	Outlines (organized notes); Highlight key concepts; Graphic Organizers (helps them grasp the whole and parts of a
2.	Build background
	Content Word Walls; Personal Dictionaries (resource for students); Vocabulary Self-Selection (empowers the
3.	Make verbal communication understandable
	Appropriate Speech; Explanation of Tasks (step-by-step); Use of Variety of Techniques (demonstration, hands on,
4.	Learning strategies (this one should be easy!)
	Mnemonics (acronyms to memorize); Illustrate; Create a poem, song, or play (demonstrates new learning).
5.	Opportunities for interaction
	Encourage elaborate responses; Foster student-student interaction (collaboration); 3 Step Interview (practices
6.	Practice and application
	Discussing and doing; Social Interaction (promotes language development); Hands-on manipulatives for Practice.
7.	Lesson delivery
	Students are engaged; Pace the information; Content objectives are supported.
8.	Review and assess
	Application to real life; Vocabulary through analogy; Review key concepts.