

Classroom Practices that Inspire Achievement



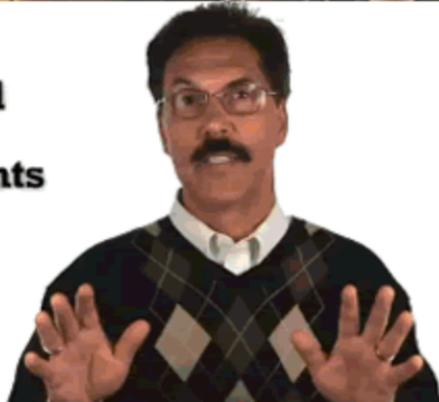
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**Successful
Learning
Environments**



How do you feel about your ability to inspire students to have a passionate desire to achieve last year?

I'm so . . .



I feel . . .

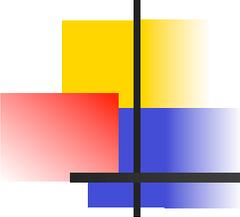


It's getting . . .



I can't get no . . .

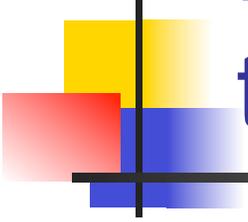




I will be able to . . .

1. explain key points and challenges about inspiring students to have a passion to achieve.
2. describe the “illusion of speed.”
3. be familiar with a variety practices to get, use, and keep student’s attention.

Why is it challenging to keep the right pace and inspire a passion to achieve?

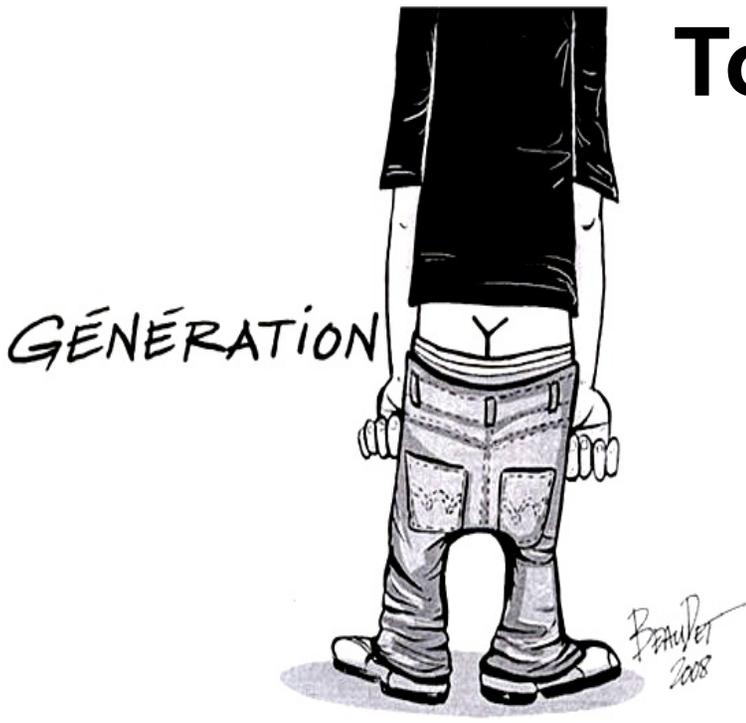


Students have gone from . . .



To . . .

To . . .

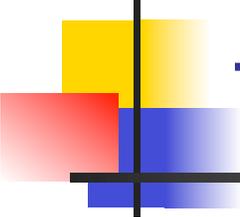


The students have changed.

1. Shorter Attention Spans and Visually Preferred

<http://www.youtube.com/watch?v=YY1InpjnPgg>





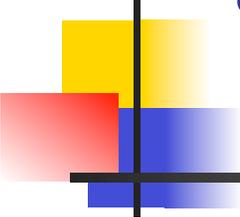
Their brains are being wired
for a certain kind of learning.

http://www.thq.com/us/spongebob-squigglepants/udraw_wii

<p>1. Short attention spans and hate to be bored.</p>	<p>Boredom 8-12 minutes</p>
<p>2. Visually preferred</p>	<p>DVD High Definition </p>
<p>3. Want immediate gratification</p>	<p>“I want it now!” “Is it done yet?”</p>
<p>4. Choose to be interactive and hands-on</p>	<p> </p>
<p>5. Love challenge and are curious</p>	
<p>6. Want to succeed (win) using strategies, practice, and do-overs</p>	<p> </p>

What do you or your teachers do to adapt to the New Generation Z?

Students . . .	What does this mean?
1. have short attention spans and hate to be bored.	<ul style="list-style-type: none"> •Use optimal learning time (7-10) minutes and then apply what they learn.
2. are visually preferred.	<ul style="list-style-type: none"> •Use graphic organizers and pictures.
3. want immediate gratification.	<ul style="list-style-type: none"> •Use short-cycle challenge and feedback.
4. choose to be interactive and hands-on.	<ul style="list-style-type: none"> •Create challenges that use multiple neuropathways. •Use cooperative learning.
5. love challenge and are curious.	<ul style="list-style-type: none"> •Be explicit about objectives and cause curiosity.
6. want to win using strategies, practice, and do-overs.	<ul style="list-style-type: none"> •Explicitly teach learning-to-learn strategies that work. •Use re-takes and re-dos.



Kids will play a video game or other activity an average of 100 hours to “get good “ at it.

- They don't . . .
 - get grades
 - get extra credit
 - win money
 - get public acclaim
- And they rarely play a game a second time without knowing/learning . . .
 1. Objectives/goals
 2. Strategies and skills
 3. Vocabulary
 4. How well they are doing
 5. What to do better next time

Motivation and Inspiration

Motivation Factors	Students' Expectations
1. Safety	Freedom from Embarrassment and Physical Harm
2. Success	Challenge, accomplishment, and Competence
3. Love and Belonging	Cooperation Collaboration
4. Fun and Enjoyment	Curiosity
5. Freedom and independence	Choice Friendly Controversy
6. Valued Purpose	Creativity, Challenge, and Friendly Competition

Spence Rogers (2005)

Harvey Silver (2009)

ALL students can improve skills and develop strategies with . . .

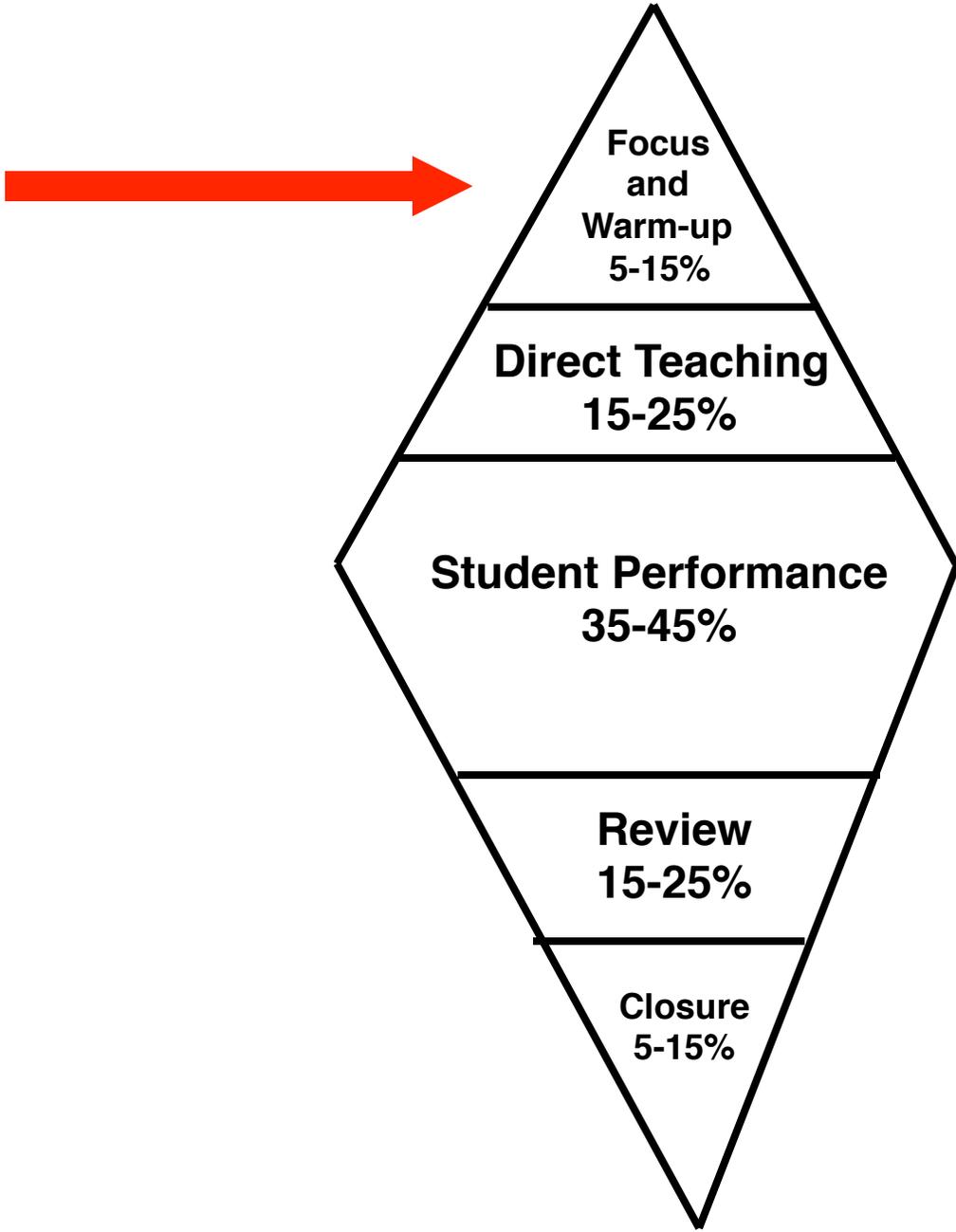


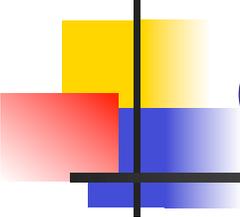
Inspiring a passion to achieve
is a lot about . . .

IMPROVING PACING



the rhythm of
the classroom



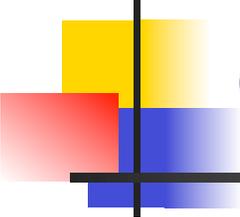


Two Key Points about Pacing and Creating Passion to Achieve

- Good pacing gives students the *illusion* of speed. Pacing is the skill of *creating a perception* that a class is moving at “just the right speed” for students.
- Good pacing means students recognize they are learning (i.e., achieving) and feel as if the material is moving fairly quickly.

the illusion of
SPEED





Changing to Keep Pace

Changing the type of . . .

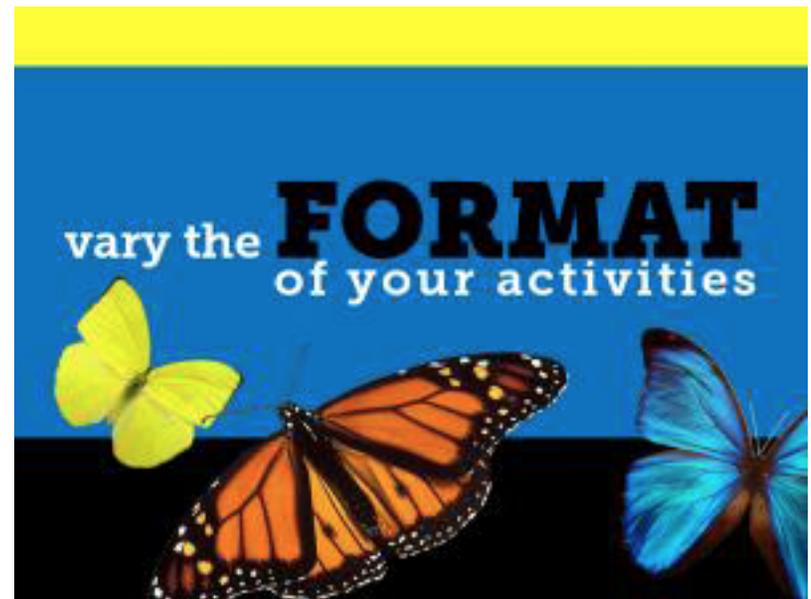
- work or activity
- the method of presentation
- the way students are grouped

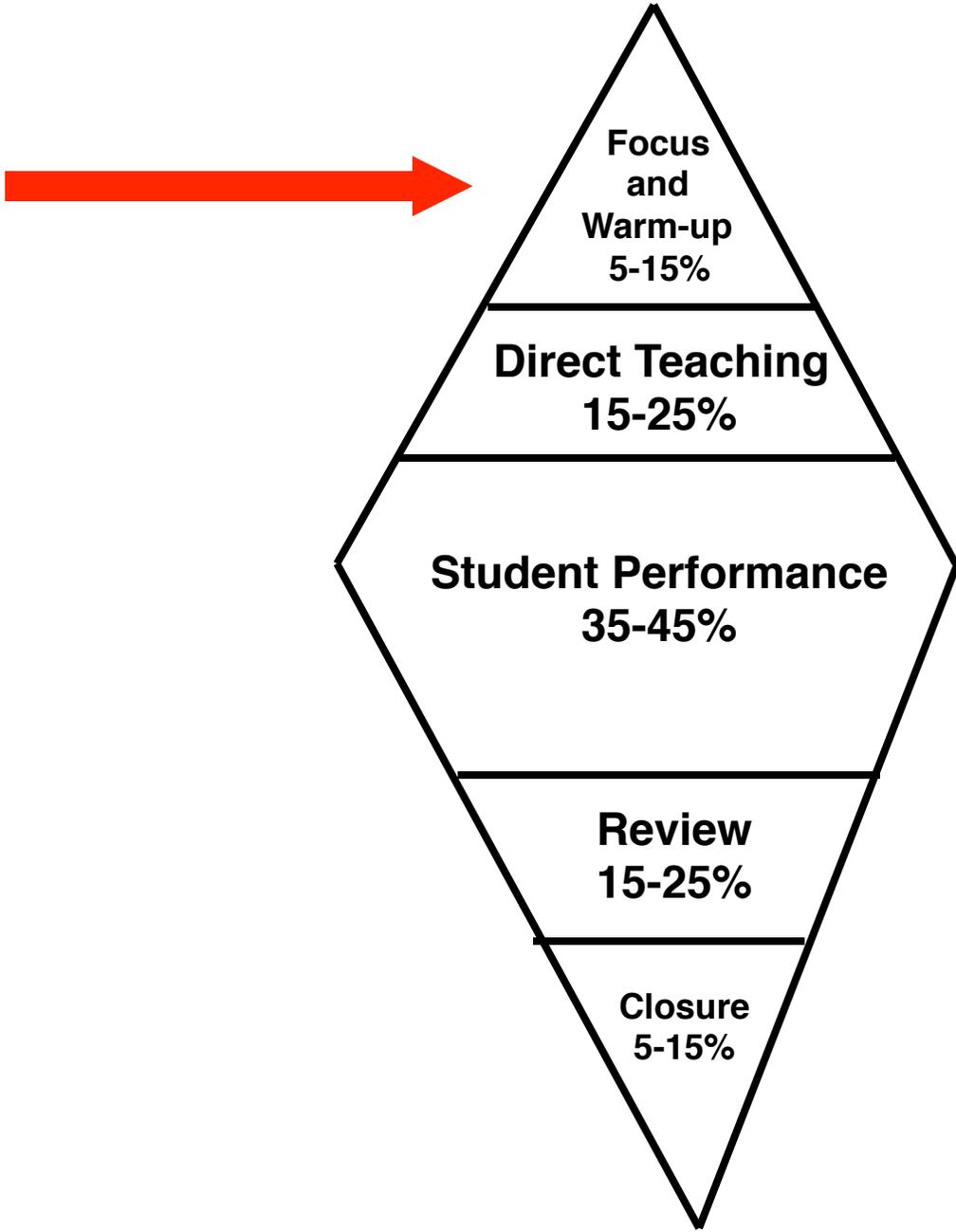
Changing topics too often, however, can create confusion in a classroom and be distracting to students;

For example----

How do you use . . .

- **T**otal group/class
- **A**lone
- **P**artners
- **S**mall groups



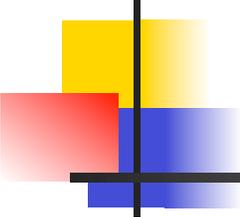


Organize content vocabulary and concepts visually (graphic organizer) into logical chunks/ categories.

Populations	Ecological Relationships	Food Chains and Webs	Ecosystems
<ul style="list-style-type: none"> •species •population •community •ecosystem •biome •biosphere 	<ul style="list-style-type: none"> • exponential growth • boom and bust • carrying capacity • biomagnification • extinction • pollution • commensalism • mutualism • competition • predation 	<ul style="list-style-type: none"> • producer • primary consumer • secondary consumer • decomposer • scavenger • energy flow • energy pyramid 	<ul style="list-style-type: none"> • climate • weather • biotic factors • abiotic factors • nutrients • matter • cycles

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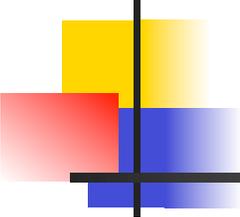
Migration	Hunting/ Gathering	Farming/ Domestication	Population Growth
<ul style="list-style-type: none">• migration• bands• role	<ul style="list-style-type: none">• nomads• pre-history• division of labor	<ul style="list-style-type: none">• agriculture• domesticate• livestock	<ul style="list-style-type: none">• population• village• towns• start of cities• civilizations• beginning of social classes



Social Studies Objectives

I will be able to . . .

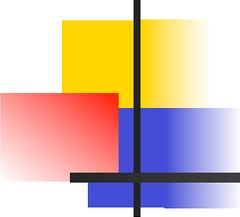
1. Define and use unit vocabulary.
2. Analyze and evaluate the causes and effects of World War I.
3. Examine the period between World War I and World War II.
4. Explain why the revolution occurred in Russia in March 1917.
5. Summarize how communism changed Soviet Union.
6. Assess and evaluate the causes and effects of World War II.



Math Objectives

I will be able to . . .

1. perform basic operations on integers (add, subtract, multiply, divide)
2. apply the order of operations (including the distributive property) to simplify expressions
3. solve equations with one variable involving multiple steps.
4. solve inequalities with one variable.



English Objectives/

I will be able to . . .

1. I can paraphrase a short passage.
2. I can mark a text effectively so that I can find material at a later time.
3. I can introduce a quotation so that its context is clear.
4. I can explain an author's use of imagery to develop a theme.
5. I can explain an author's use of foils to develop a theme.

Students need to know . . .

Identify the knowledge components of the unit of study/chapter.	Create a visual organizer that displays the big categories/ideas, concepts, key vocabulary, and topics that are part of the unit/chapter.			
	Chord Properties <ul style="list-style-type: none"> •center •perpendicular •bisector •equidistant •central angle •inscribed angle •radius •intercepted arc •congruent •chord 	Tangent Properties <ul style="list-style-type: none"> •tangent •point of tangency •perpendicular •radius •tangent segments •congruent •externally tangent •internally tangent 	Arcs and Angles <ul style="list-style-type: none"> •parallel lines •secant •inscribed angle •central angle •intercepted arc •congruent •semicircle •right angle •cyclic quadrilateral •supplementary 	Circumference <ul style="list-style-type: none"> •circumference •diameter •radius •pi •perimeter •ratio
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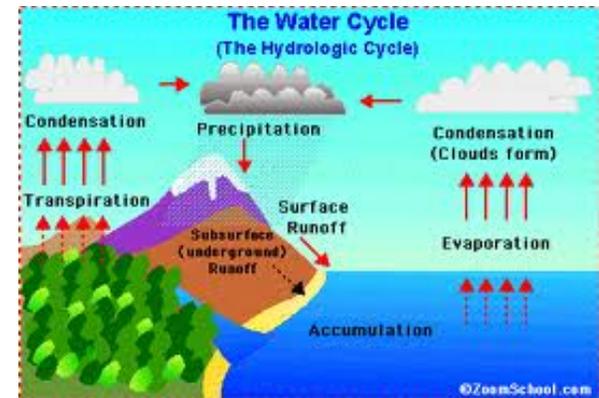
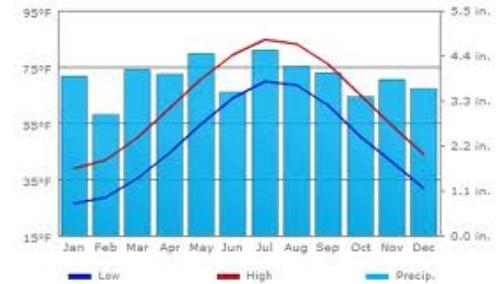
Ways to Help Students Understand and Commit to the Learning Targets/Objectives

1. Teacher states and displays learning goals
2. Students orally state the learning objectives
3. Pair-share new goals and recall previous goals
4. **I will be able to/I can**
5. Students generate and respond to questions
6. **Use visual imagery and neural pathways**
7. **Use movement to represent a skill**
8. Emphasize a word or phrase with speed, intensity, pitch or phrasing
9. Students are assigned learning goals to present.
10. Tag assessment items and homework tasks

Make the Objectives Come Alive

I will be able to . . .

- Draw conclusions from charts about precipitation rates.
- Describe the causes and effects of too much and too little precipitation.
- Explain the water cycle.

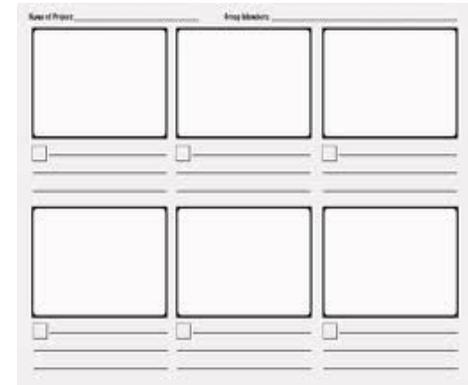


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Make the Objectives Come Alive: I will be able to . . . /I can . . .

- Compare the population growth of WWII in America with population growth in Japan.
- Describe the sequence of population growth after WWII.
- Explain the causes and effects of the large growth in population after WWII.



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Connecting yesterday and today

1. Yesterday, we compared healthy and unhealthy foods such as . . .

(healthy-fruit unhealthy-Cheetos)

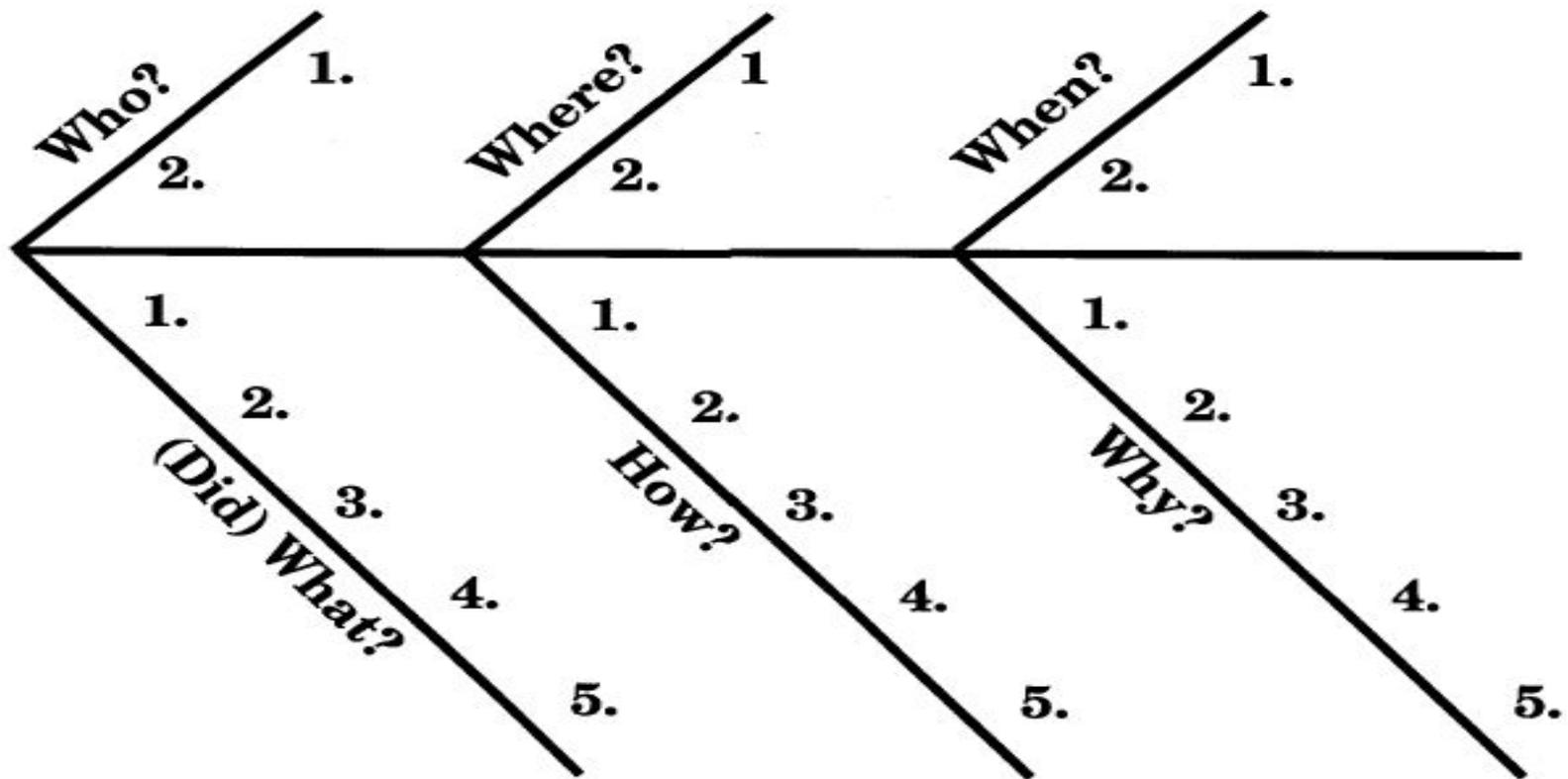


2. Today, we will be able to list types of green vegetables. My favorite green vegetable is . . .

Ways to Help Students Understand and Commit to the Learning Targets/Objectives

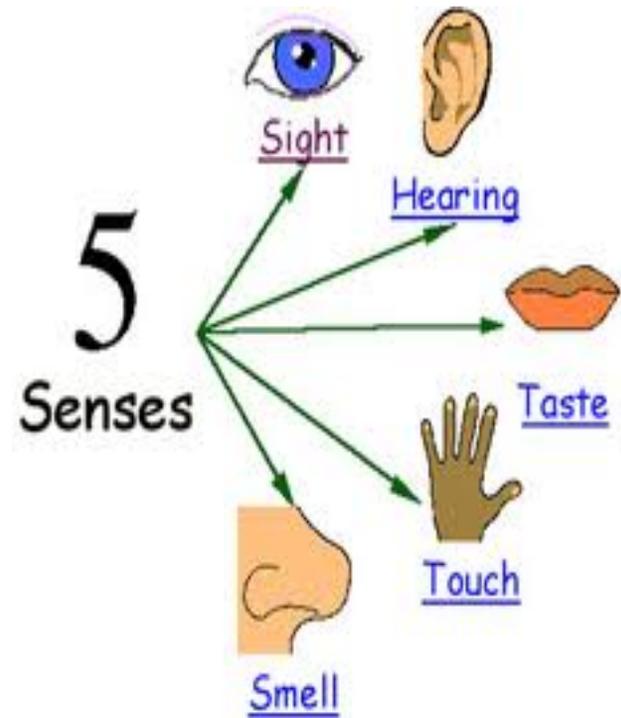
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What about sharks?



Make Sense of Senses

1. Name the five senses.



2. State examples of things that you would sense from two senses.

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Say this phrase

■ **food chain**

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(1) 1. City streets are dangerous sometimes because there are many _____.

- a) people walking by all the cars
- b) policemen
- c) toll ways

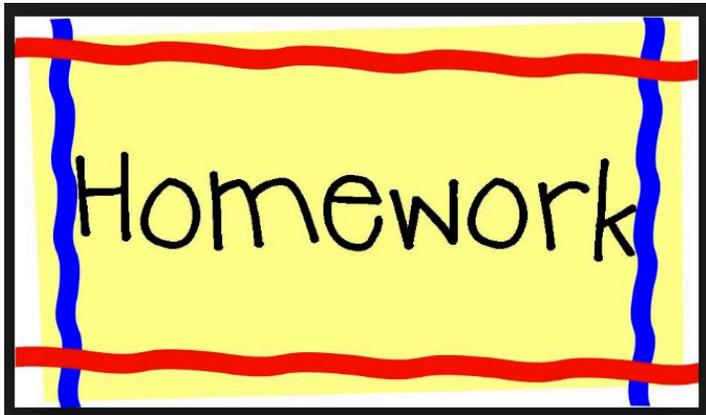
(5) 2. When driving past parked cars, you should stay at least _____ away.

- a) a door' s width
- b) your car' s width
- c) 3 feet

(6) 3. Cities may also have many _____ streets. Cars can only travel in one direction on these roads.

- a) two-way
- b) one-way
- c) city

Connecting



TO



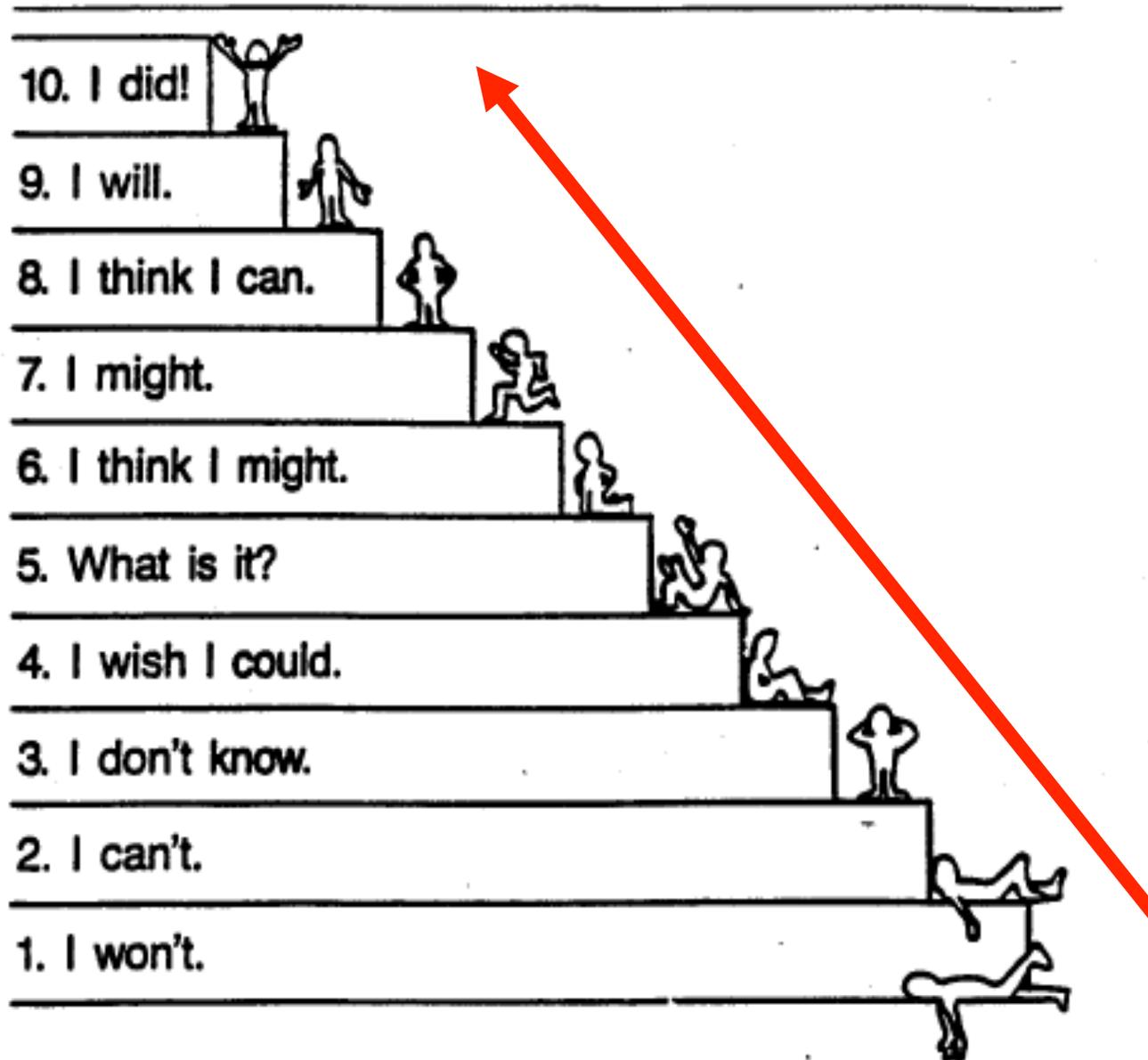
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POWER THINKING



Marzano,
Tactics in
Thinking, 1989

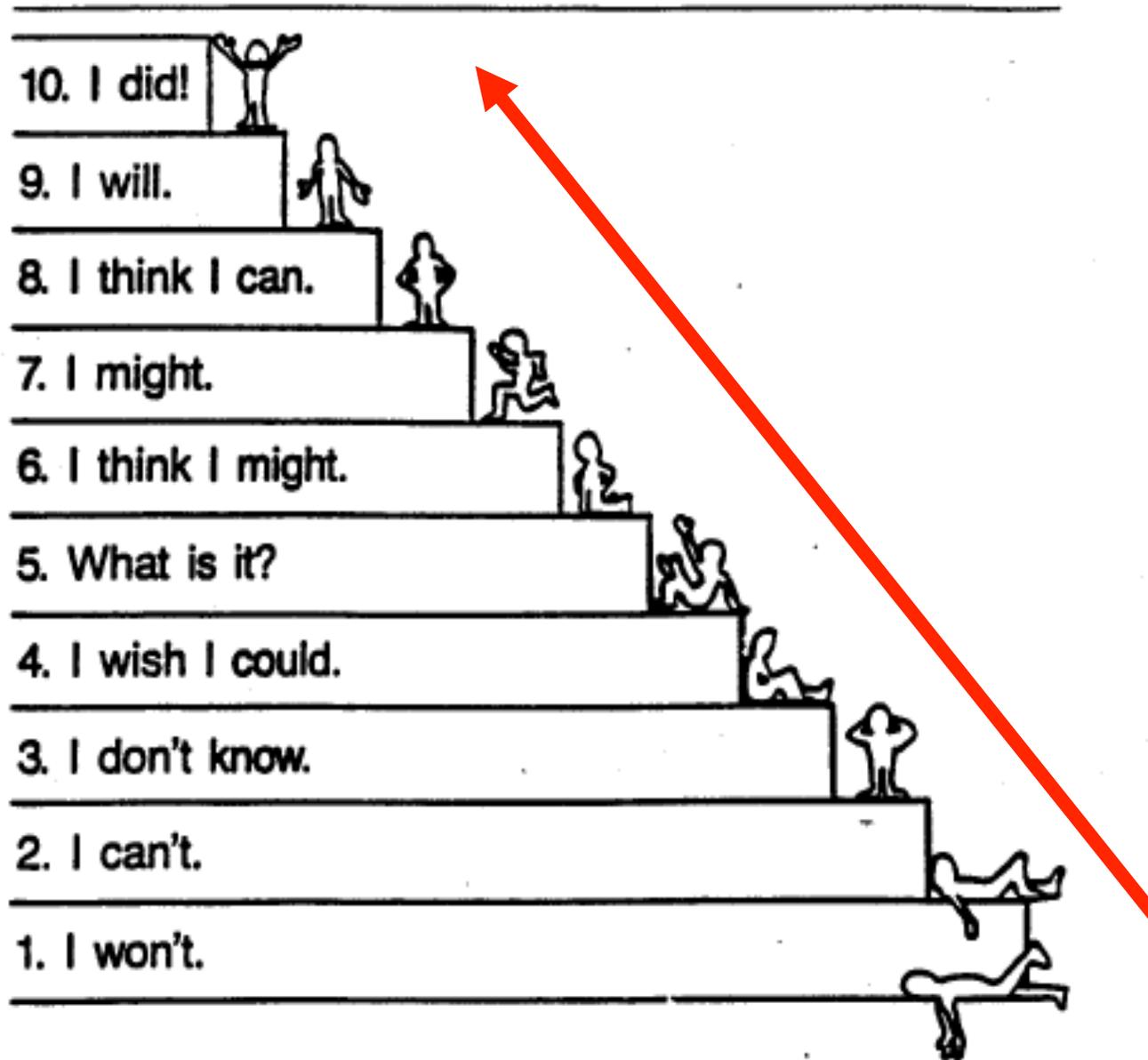
Learner/Performance Objectives

My Level of Understanding	I can...
☺ ☹ ☹	1. Define and use unit vocabulary.
☺ ☹ ☹	2. Recognize and analyze conditional statements.
☺ ☹ ☹	3. Write the inverse, converse and contrapositive of a conditional statement.
☺ ☹ ☹	4. Recognize and rewrite bi-conditional statements.
☺ ☹ ☹	5. Use symbolic notation to represent logical statements.
☺ ☹ ☹	6. Determine whether a logical statement is valid.
☺ ☹ ☹	7. Form conclusions by applying the laws of logic.
☺ ☹ ☹	8. Use properties of algebra to solve equations.
☺ ☹ ☹	9. Use properties of length and measure to justify segment and angle relationships.
☺ ☹ ☹	10. Justify and use congruent segment and congruent angle properties.

The Brain and Successful Learning

Neurotransmitter	Purpose and Result
Noradrenalin	Arousal Energy Drive Excitement
Serotonin	Calming neurotransmitter important to the maintenance of good mood
Acetylcholine	Focus Memory Feelings of pleasure
Dopamine	Pleasure Reward Good Feelings towards others

POWER THINKING



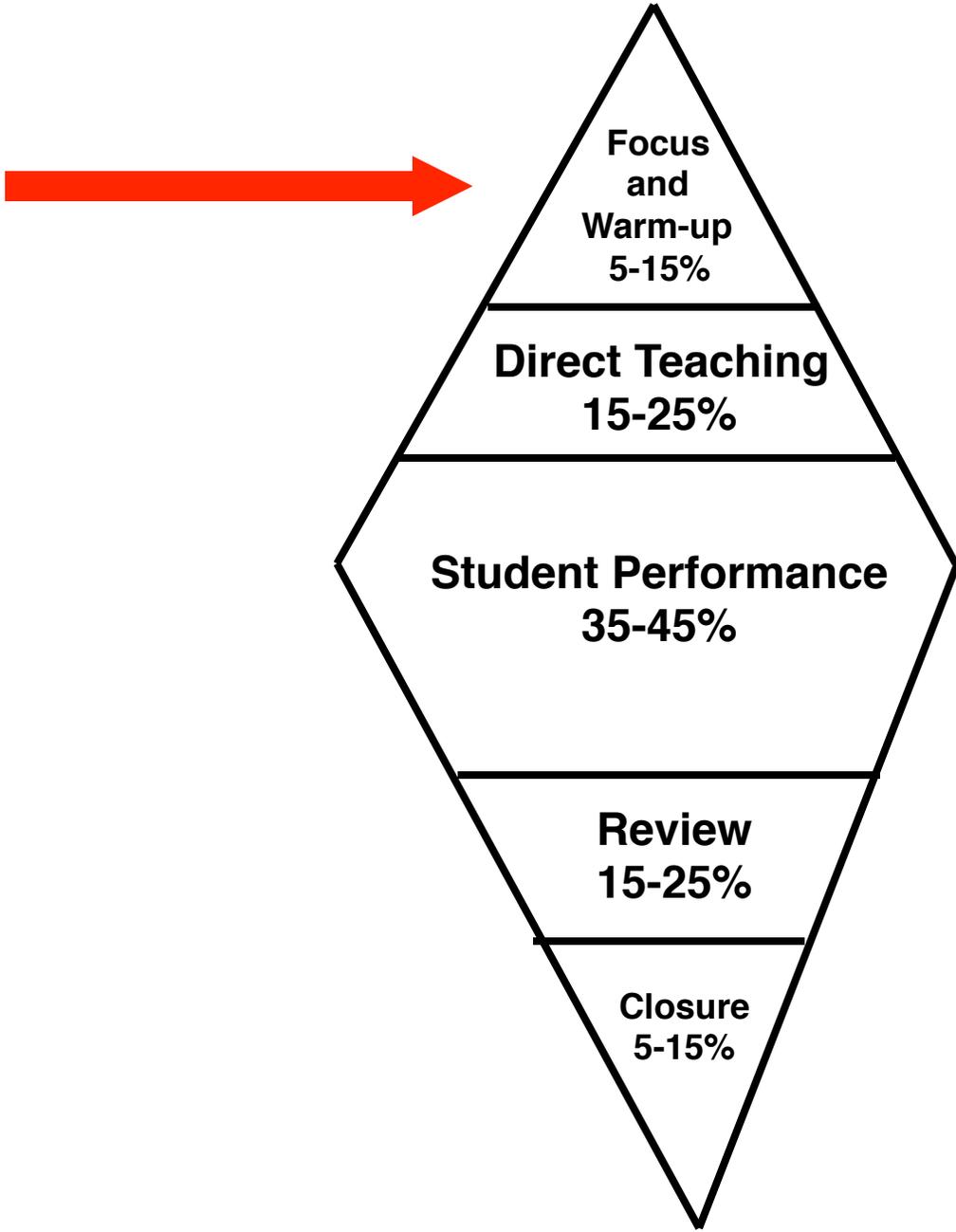
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Motivation and Inspiration

Motivation Factors	Students' Expectations
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6. Valued Purpose	Creativity, Challenge, and Friendly Competition

Spence Rogers (2005)

Harvey Silver (2009)



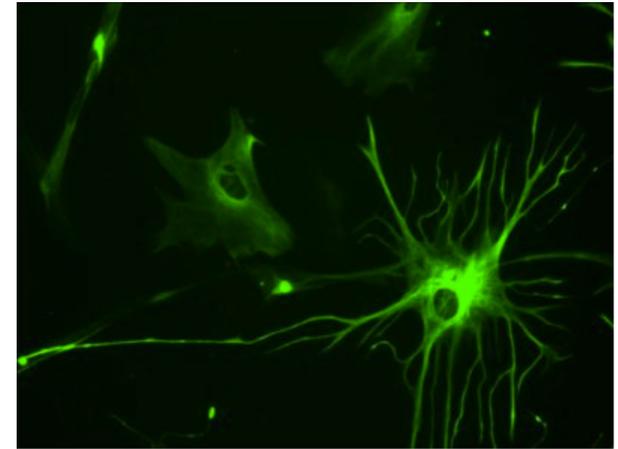
Why is . . .

- 10 seconds to 4 minutes important?

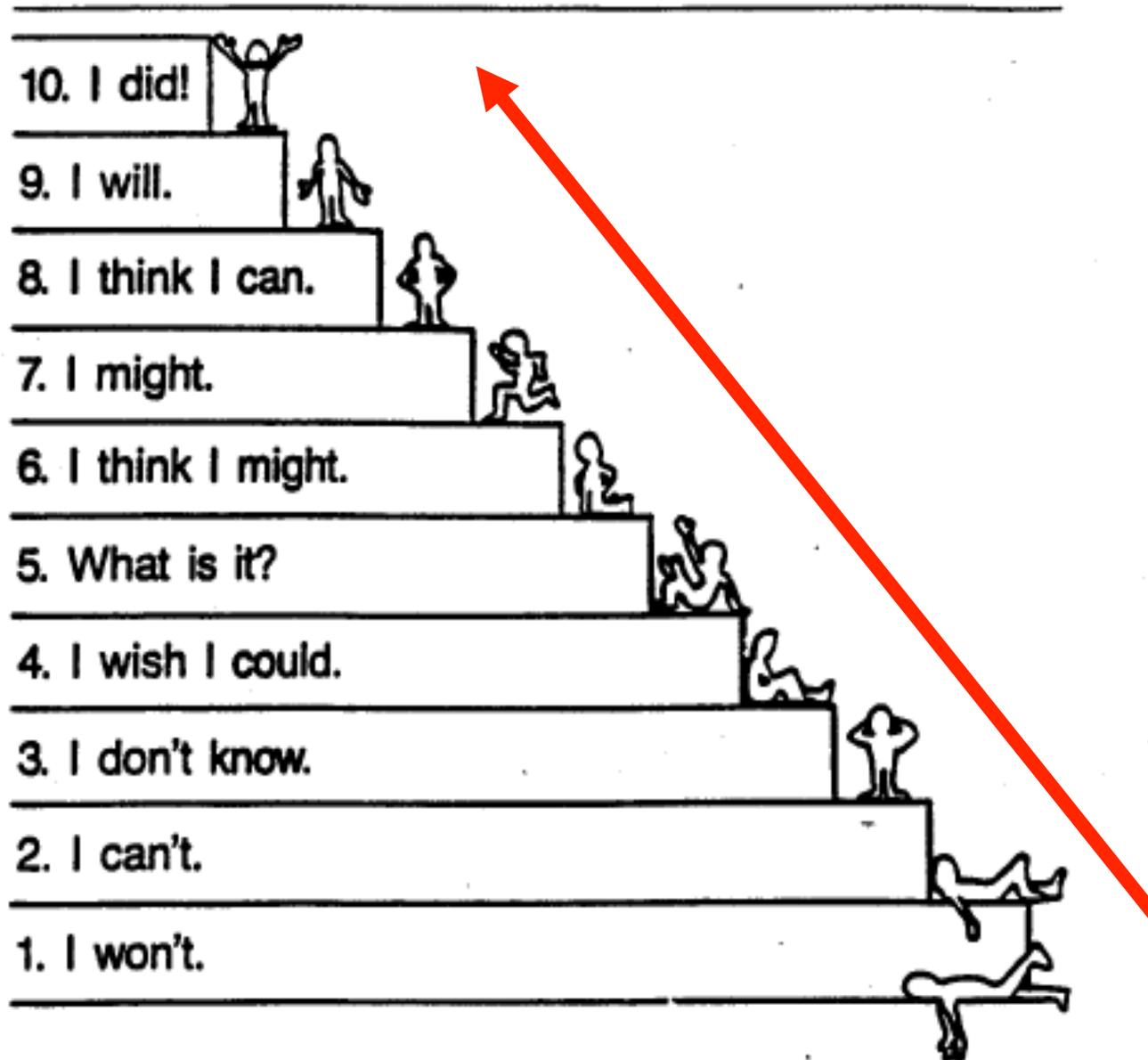


Paying Attention is Important

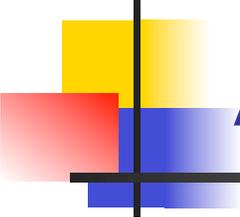
- Researchers at MIT have found a neural circuit that helps us build long-lasting memories.
- This neural circuit works best when the brain is paying attention and understands goals.



POWER THINKING

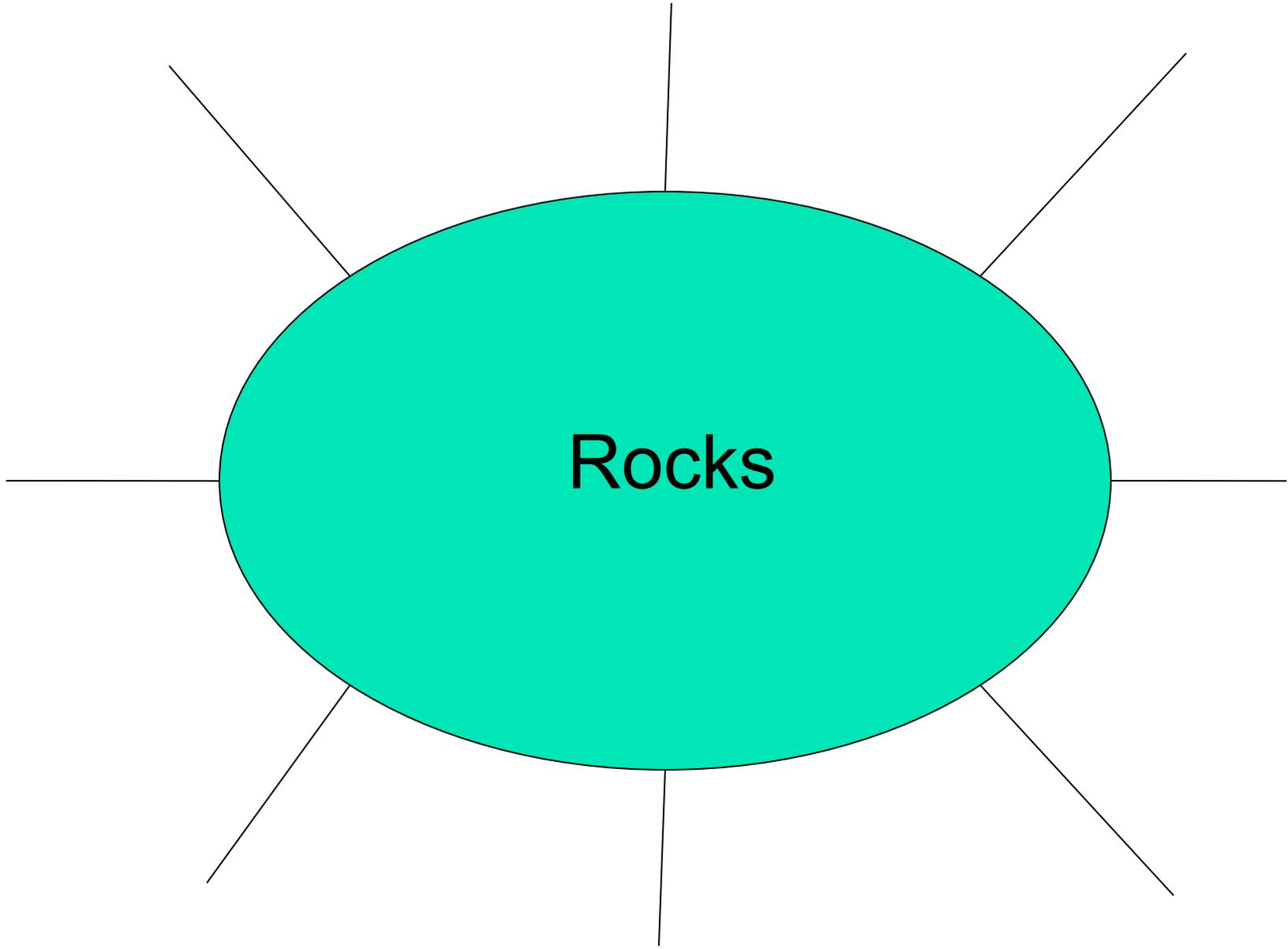


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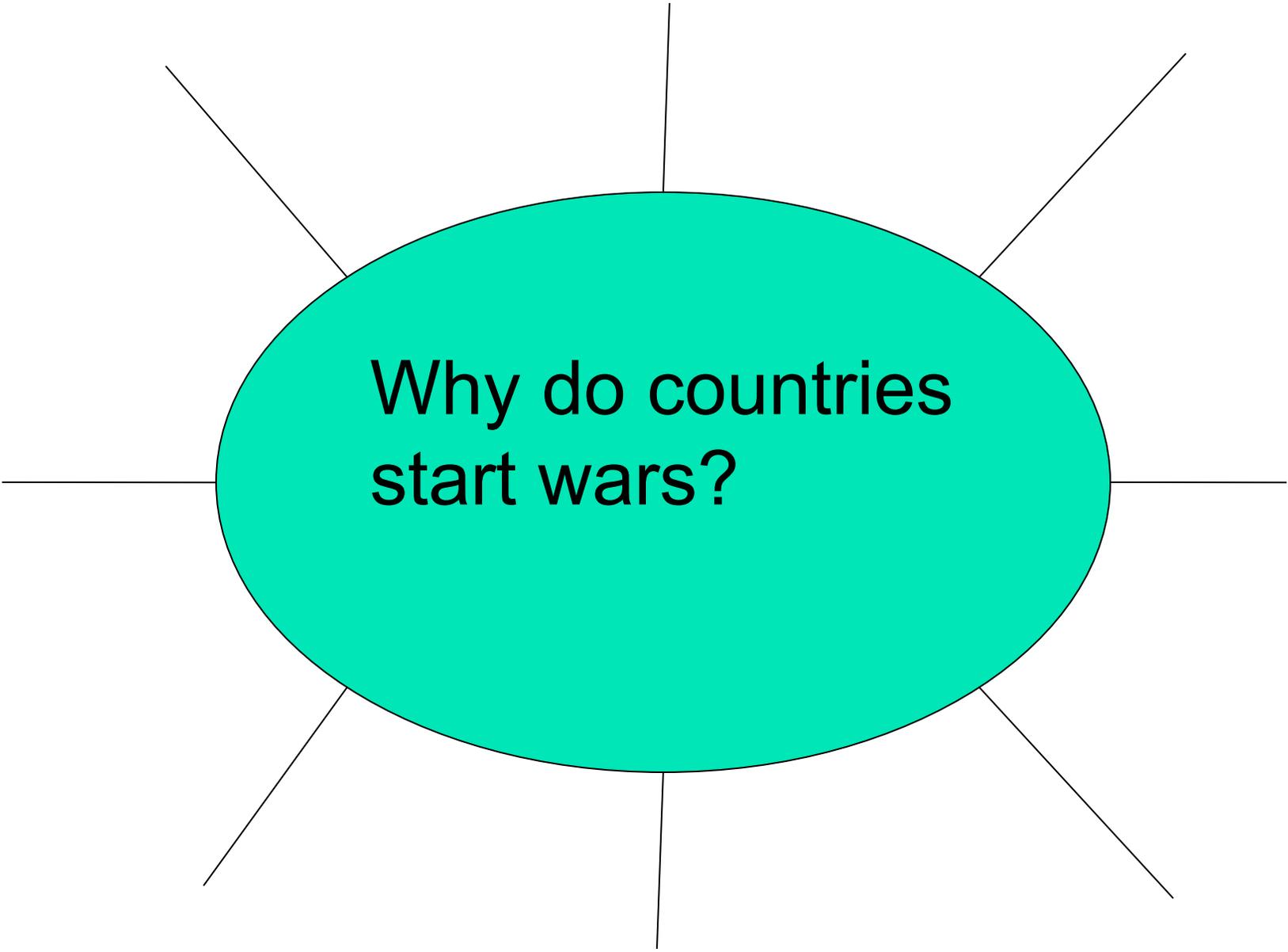


Attention

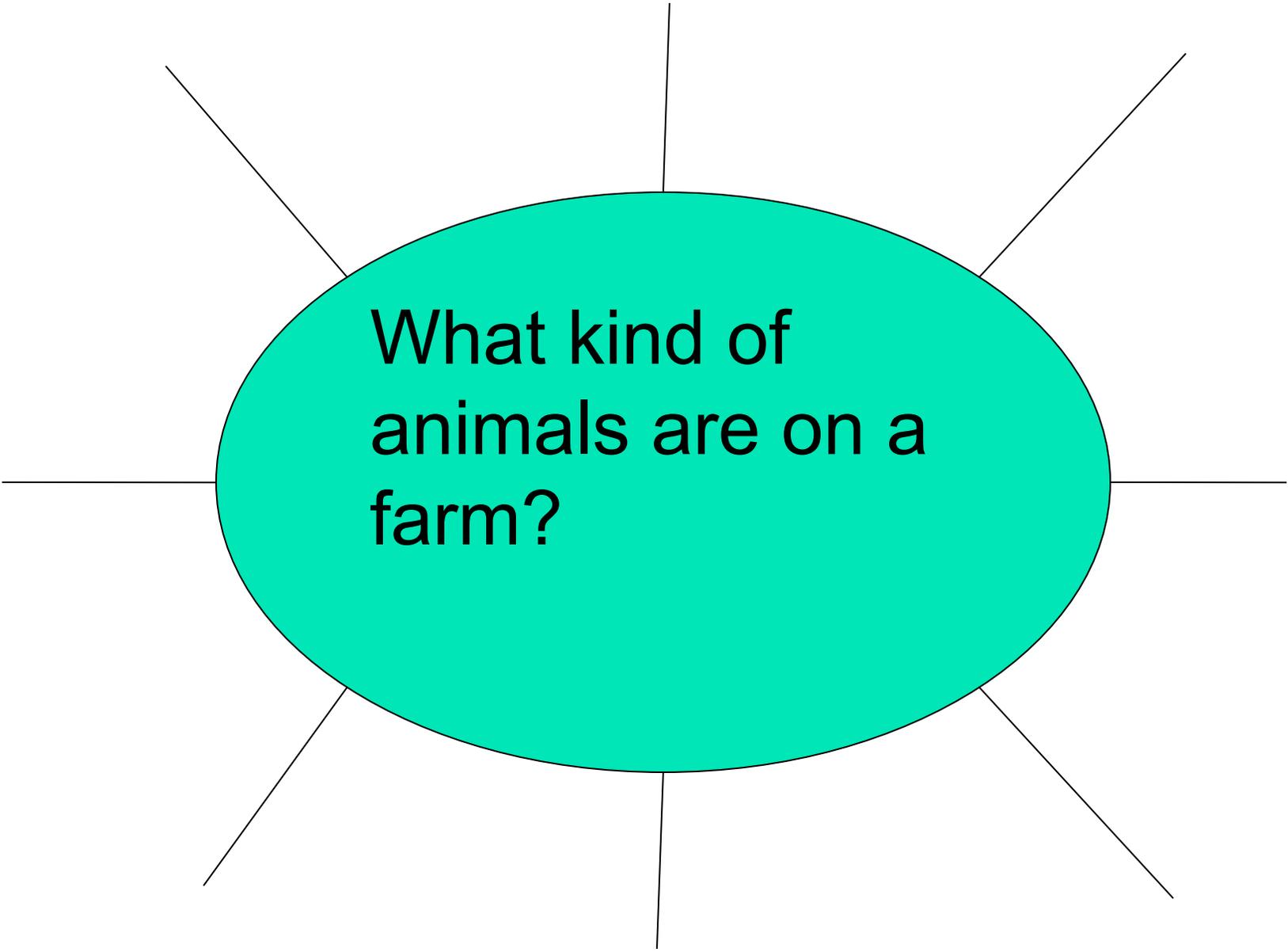
- The “Age Plus Two Rule” states that a student’s optimal attention span is equal to his or her age plus 2 minutes (i.e., a 13 yr old can pay attention for about 15 minutes at a time.)



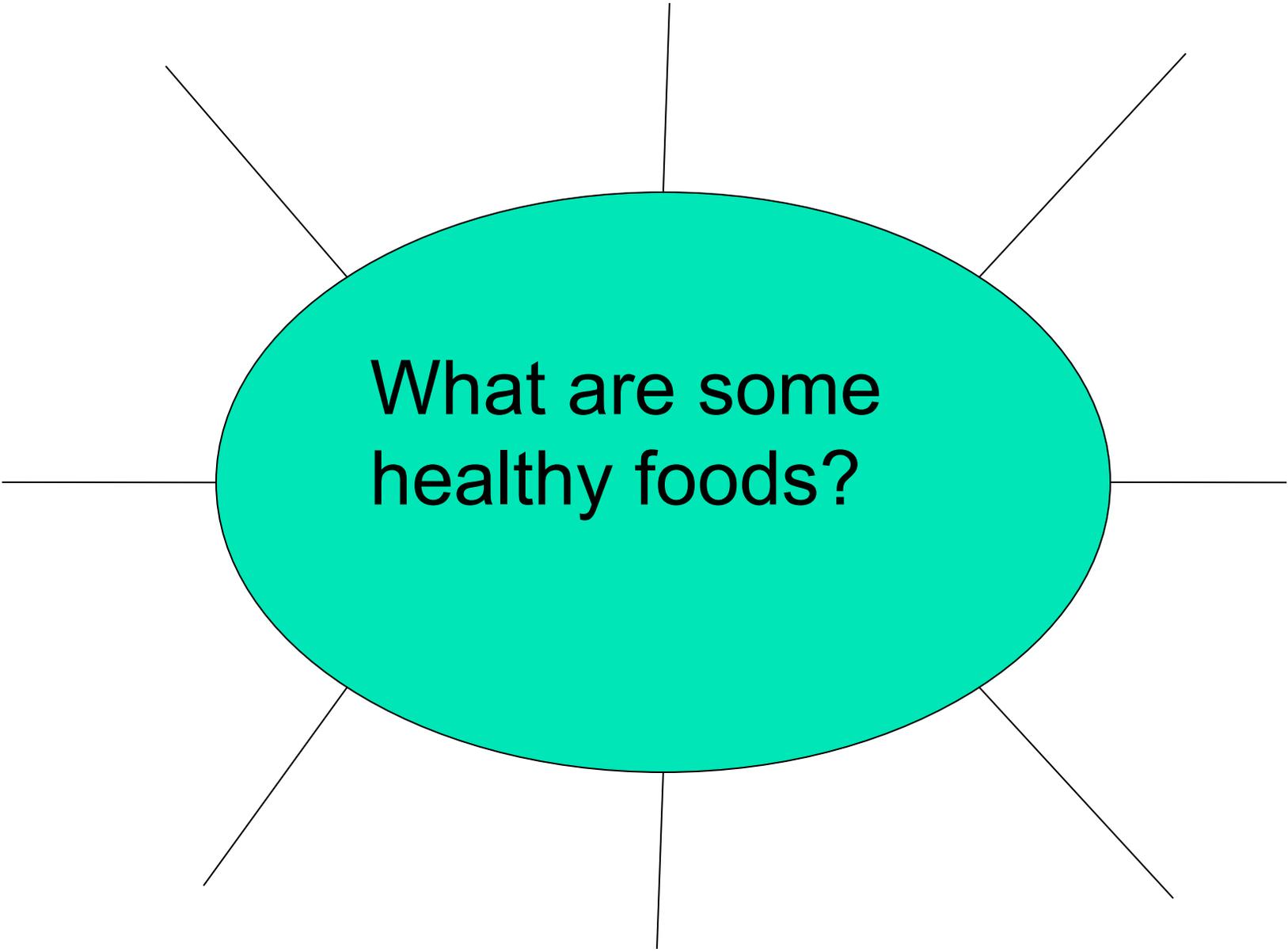
Rocks



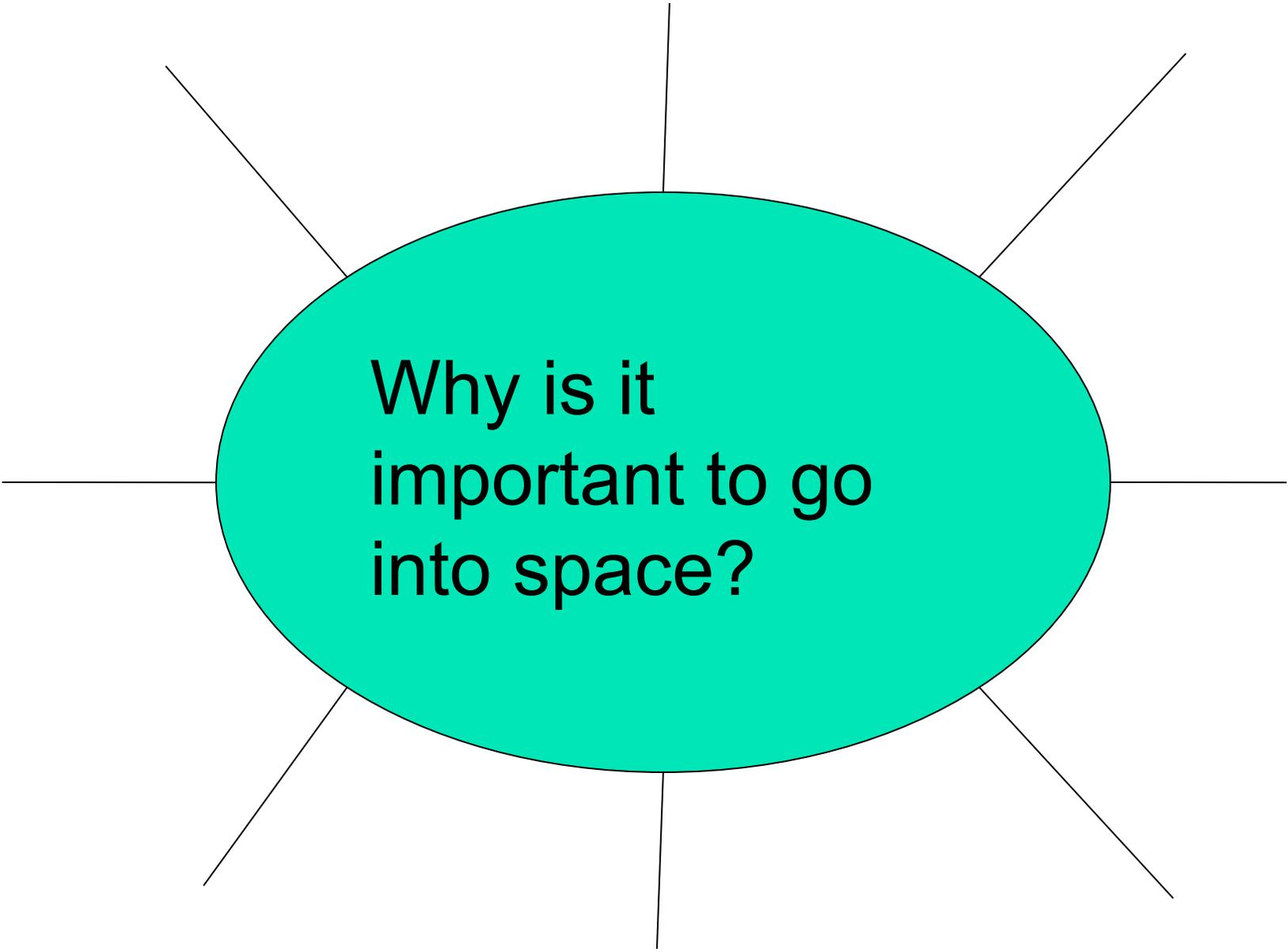
Why do countries
start wars?



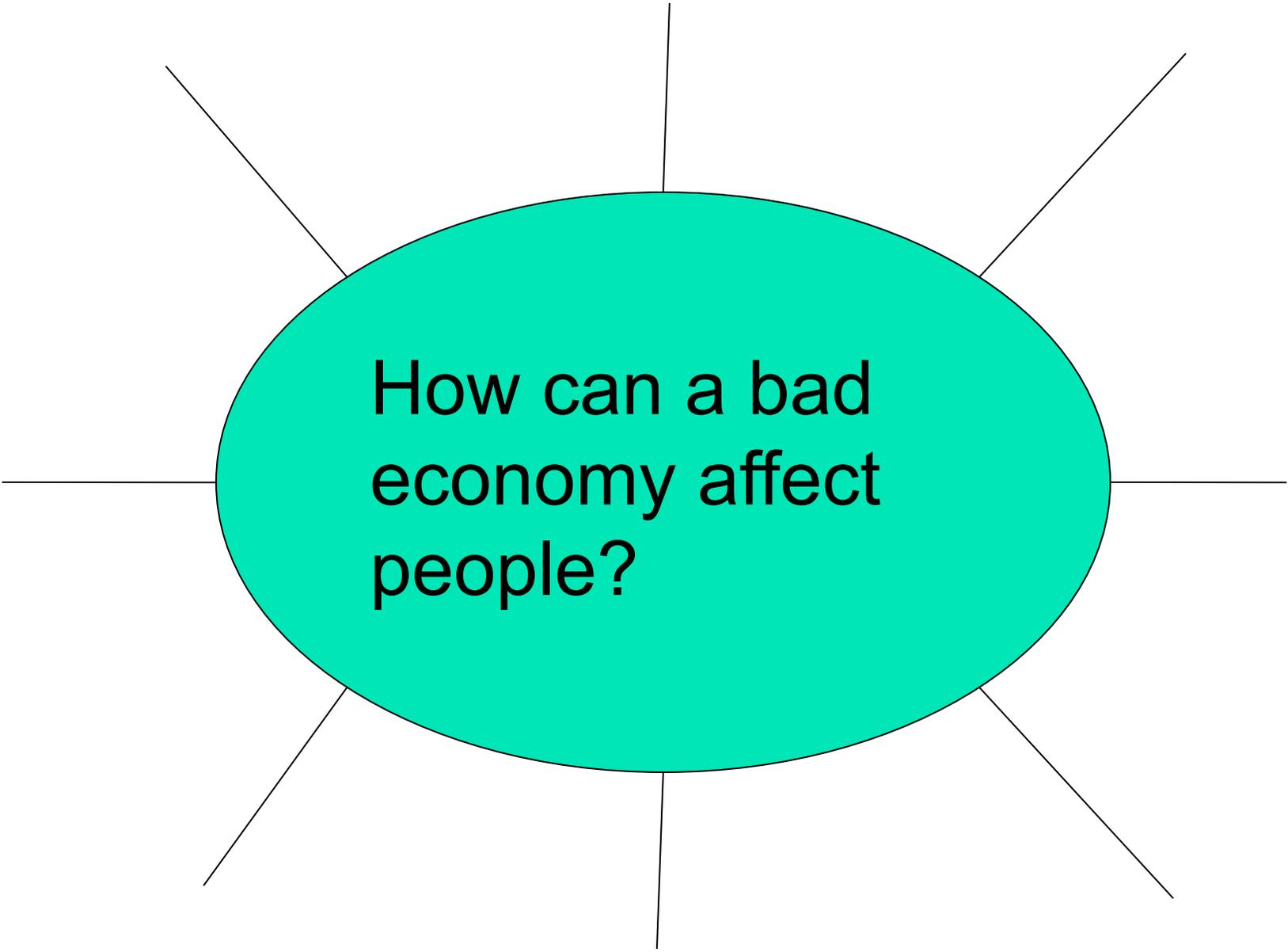
What kind of
animals are on a
farm?



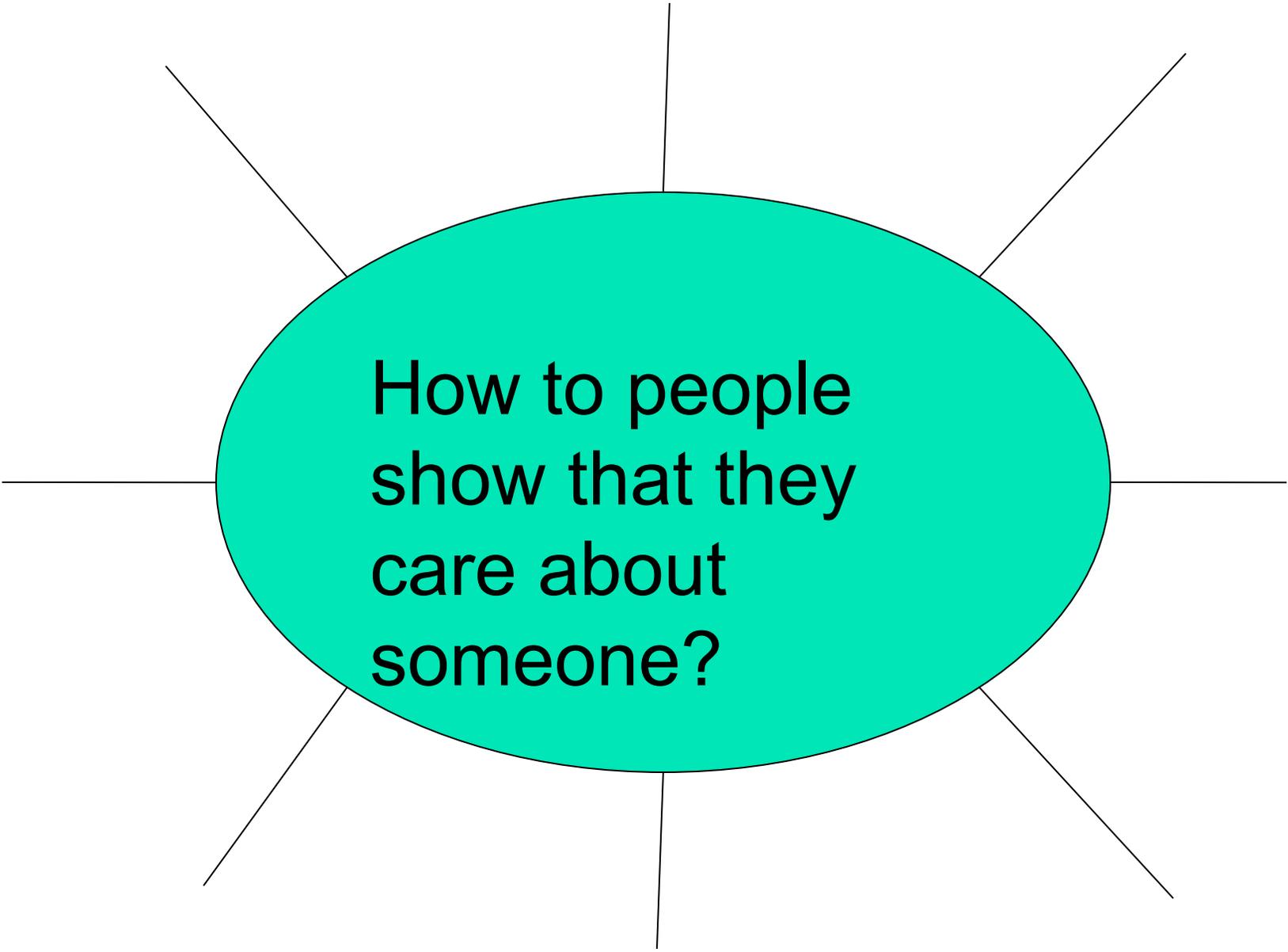
What are some healthy foods?



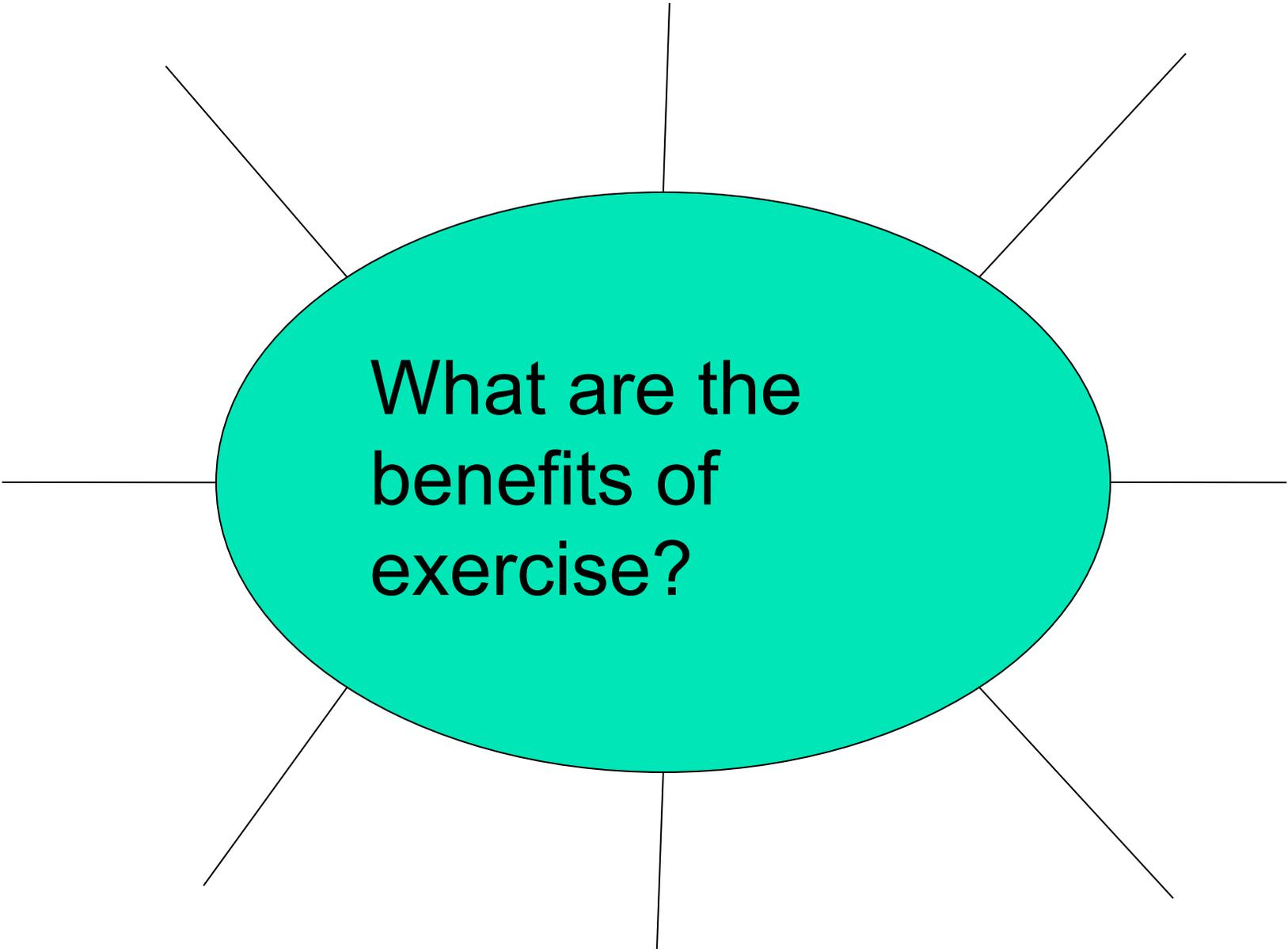
Why is it
important to go
into space?



How can a bad economy affect people?

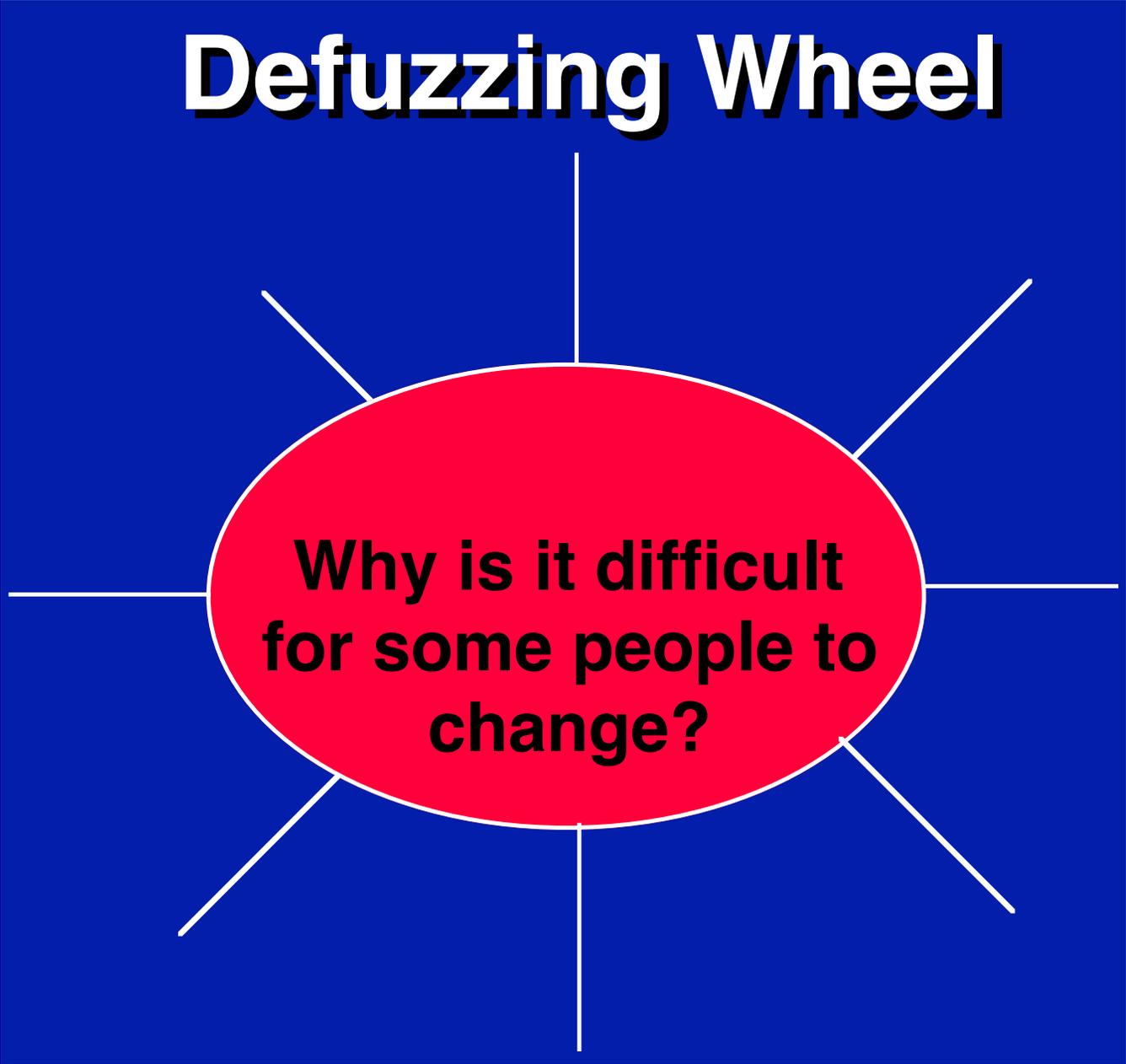


How to people
show that they
care about
someone?



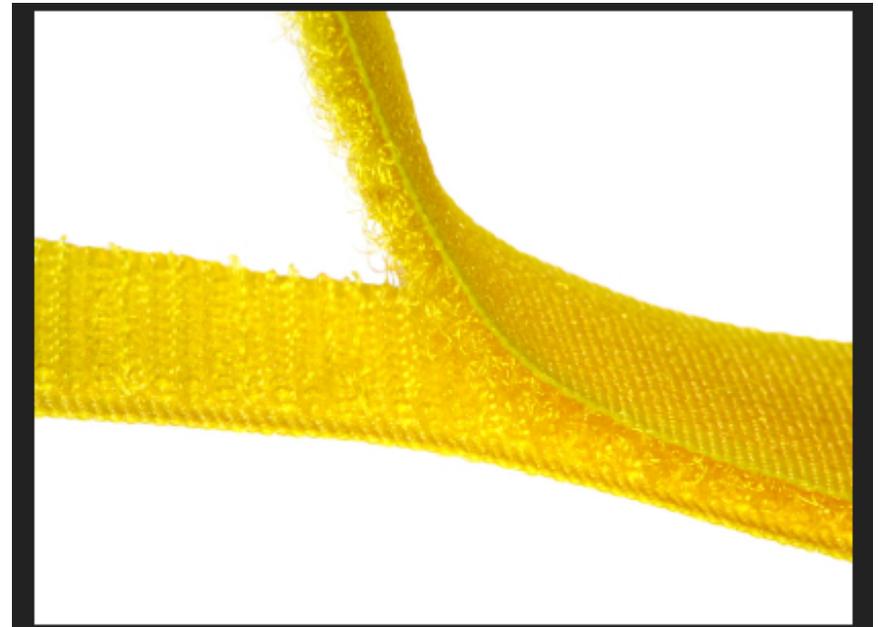
**What are the
benefits of
exercise?**

Defuzzing Wheel



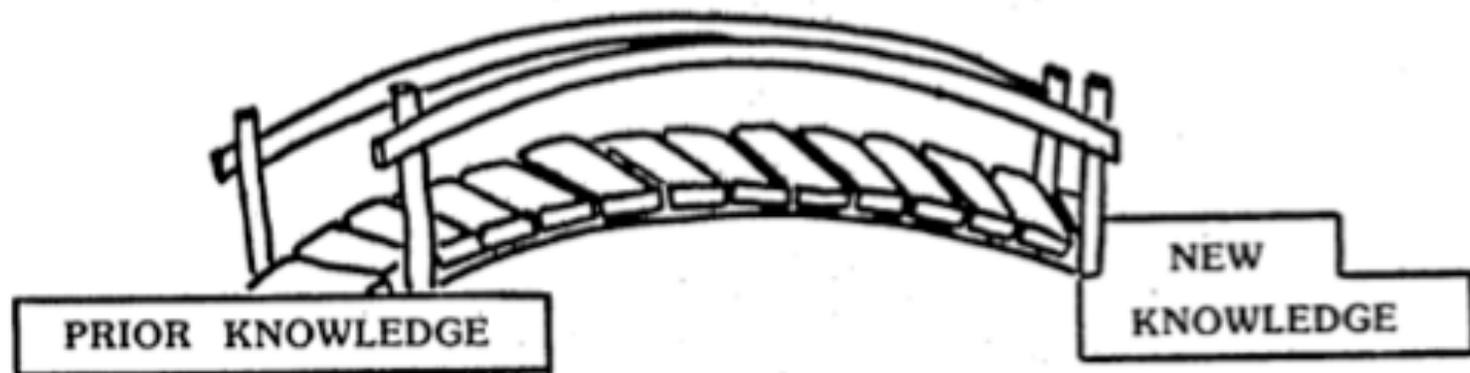
**Why is it difficult
for some people to
change?**

Learning is like connecting VELCRO



BUILDING BRIDGES

From the new to the known



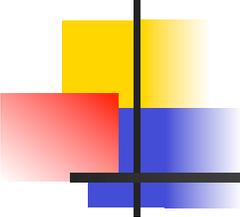
Helping students make those
“CRITICAL CONNECTIONS”

Anticipation Guide:

Content Pre-test Example

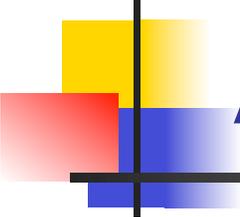
True or False

1. There are 6 planets
2. The earth revolves around the sun.
3. Neptune is the planet with all of the rings.
4. Earth is one of the biggest planets.



Content Pre-test -- Math Metrics (Likely--Unlikely)

1. The basketball player is 3 meters tall.
2. The bicycle was traveling 20 kilometers per hour.
3. He drank a liter of pop in one gulp.
4. The temperature dropped to 25 degrees Celcius and it started to snow.
5. The pencil had a mass of 100 grams.
6. The area of a postage stamp is 20 square centimeters

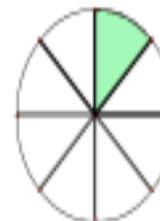


Values Conflict Example 1

Agree or Disagree

1. Ministers should be held to a higher standard of morality than others.
2. In some cases, adultery is acceptable.
3. People in a community should know when someone has committed adultery.

Before		Statement	After	
Agree	Disagree		Agree	Disagree
		1. If you are allowed to cut along the marked radii of this circle, you can create nets for 8 different cones.		
		2. Each cone formed using part of this circle will have the same volume.		
		3. The angle in the shaded sector is 45° .		



Motivation and Inspiration

Motivation Factors	Students' Expectations
1. Safety	Freedom from Embarrassment and Physical Harm
2. Success	Challenge, accomplishment, and Competence
3. Love and Belonging	Cooperation Collaboration
4. Fun and Enjoyment	Curiosity
5. Freedom and independence	Choice Friendly Controversy
6. Valued Purpose	Creativity, Challenge, and Friendly Competition

Spence Rogers (2005)

Harvey Silver (2009)

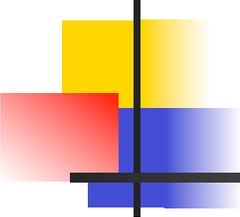
Values Conflict Example 2

Strongly Agree

Agree

Disagree

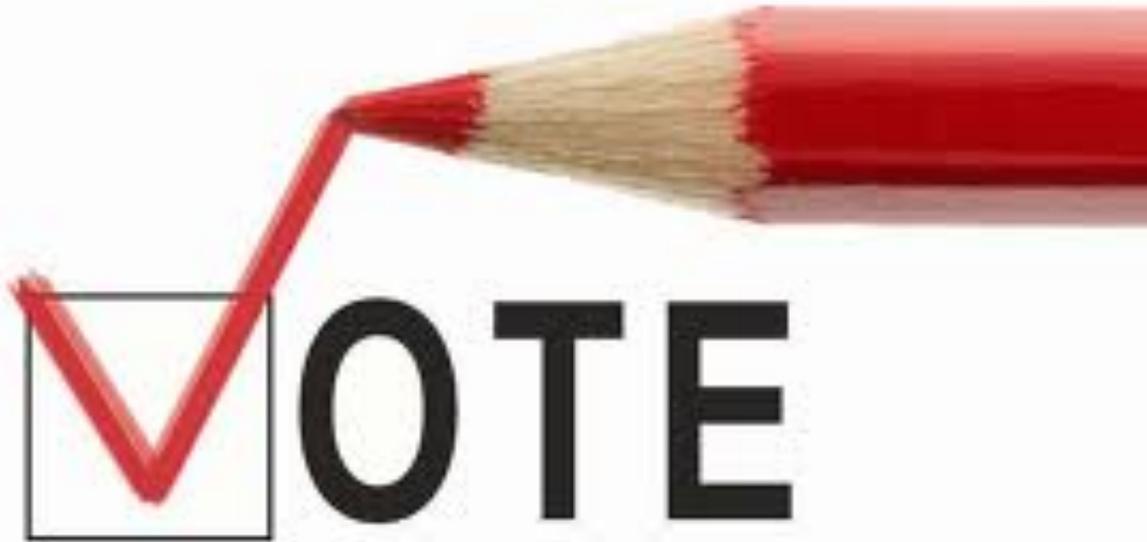
Strongly
Disagree

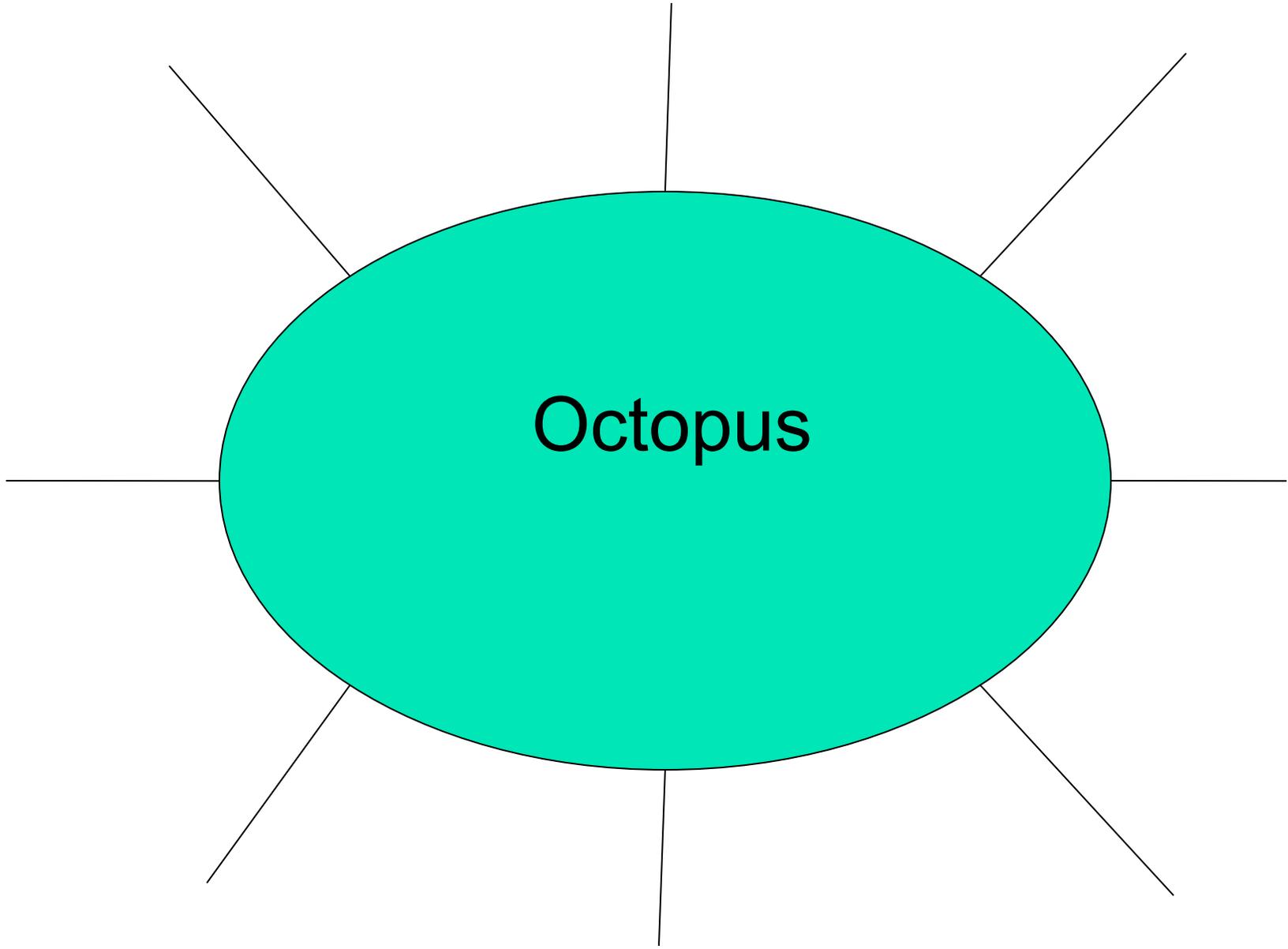
- 
-
1. War is justified in certain circumstances.
 2. A country should have a draft.
 3. All citizens of a country should have to serve the government for 2 years.
 4. The citizens of a country have limited power regarding starting and ending a war.

Getting Attention, Activating Background Information, and Previous Learning, and Providing a Motivation to Learn

<ul style="list-style-type: none"> • Advanced organizer • Skim • Create and ask questions 	<ul style="list-style-type: none"> • Role play • View a movie • Listen to a song • Envision a scenario 	<ul style="list-style-type: none"> • Draw • Take a pre-test • Connect to values • Debate/Create Controversy
<ul style="list-style-type: none"> • Predict • KWL (know, want to know, learned) • Act out • Vote • Tell a relevant story 	<ul style="list-style-type: none"> • Brainstorm • Debate • Visualize • Journal/free write • Interview 	

Let's





Octopus

Can an octopus get out of this
box?

How is math used to build this building?

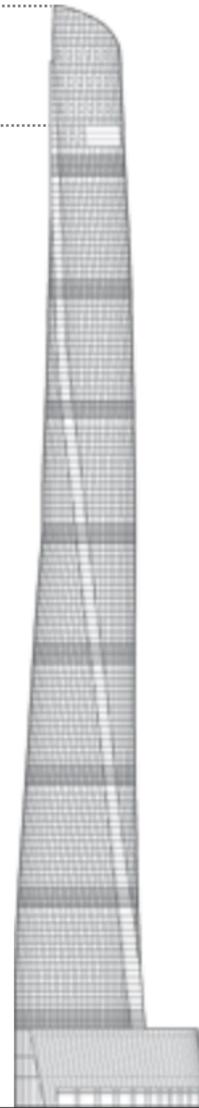


How is math used to build this building?

Height: To Tip
632 m / 2,073 ft

Height: Architectural
632 m / 2,073 ft

Height: Occupied
561.3 m / 1,841 ft



Height: Observatory
561.3 m / 1,841 ft

Floors Above Ground
128

Floors Below Ground
5

of Elevators
106

Top Elevator Speed
18 m/s

Tower GFA
420,000 m² / 4,520,842 ft²

Development GFA
521,000 m² / 5,607,997 ft²

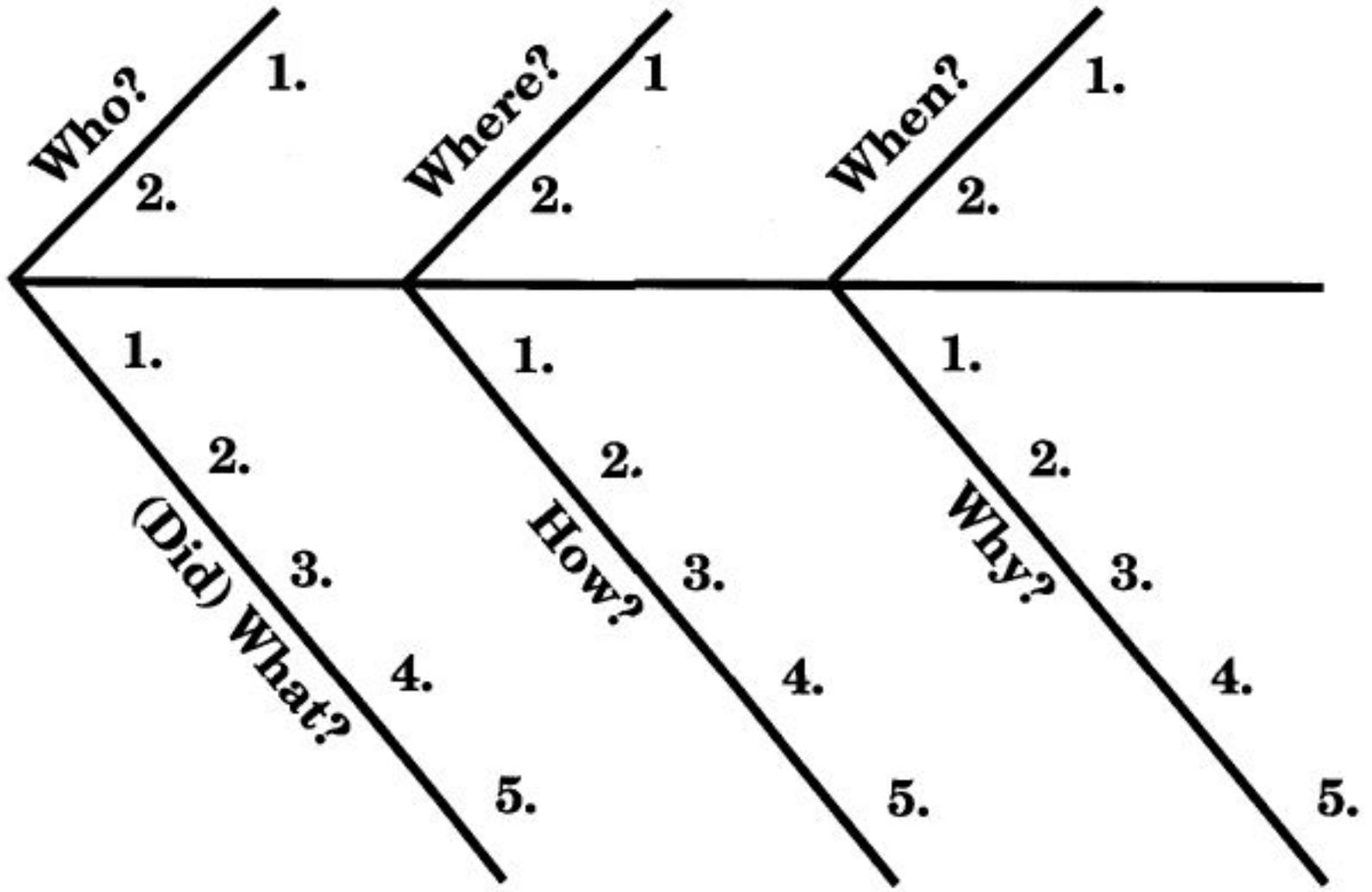
of Hotel Rooms
258

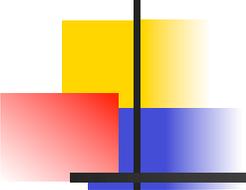
of Parking Spaces
1,794

What does it take to run a mile?



Create Curiosity

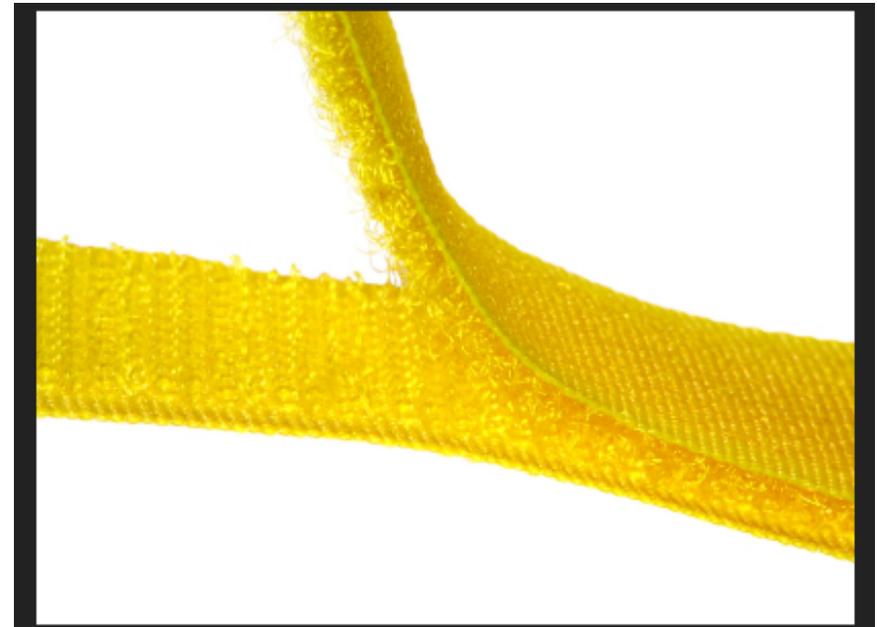




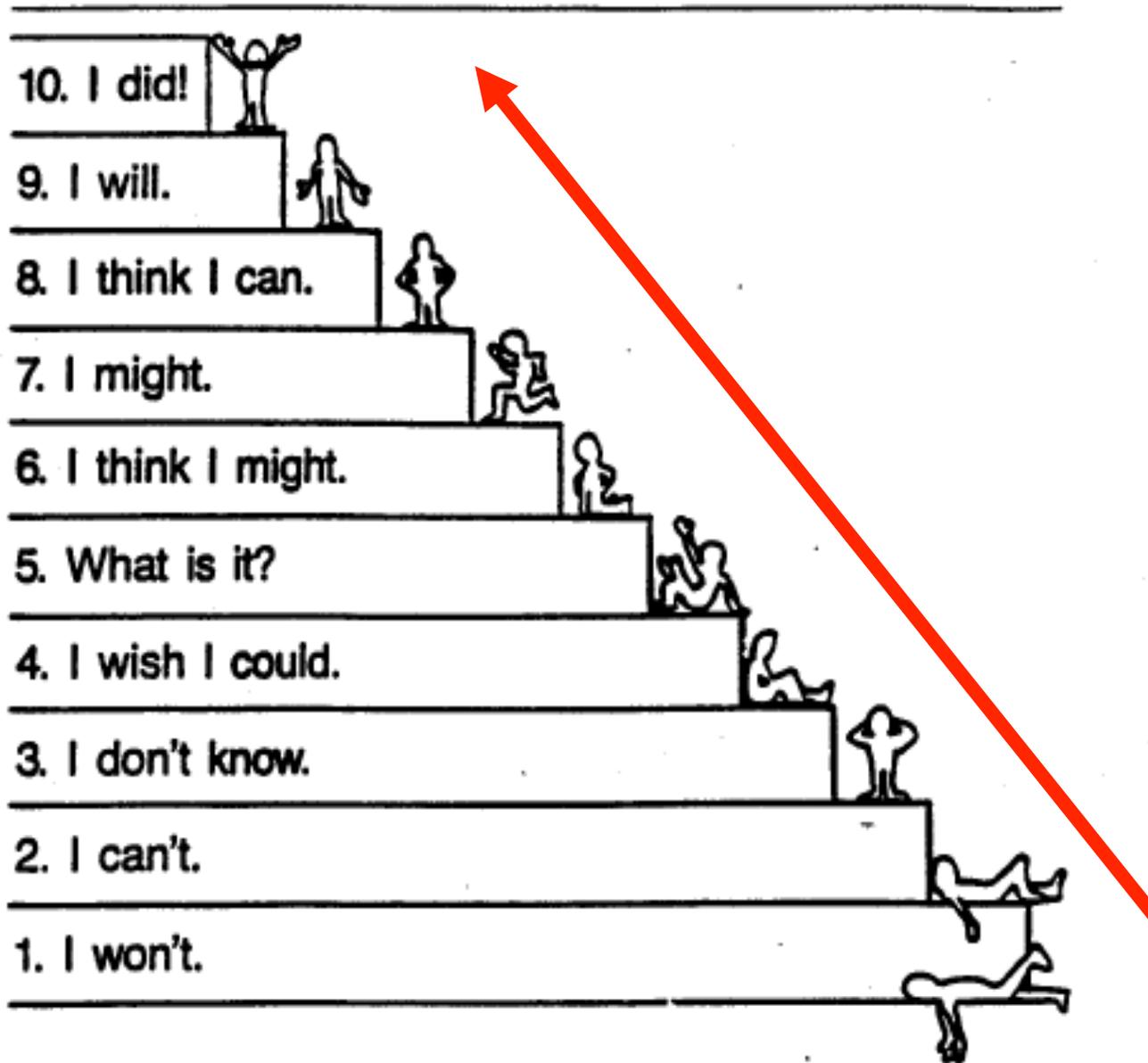
Getting Attention, Activating Background Information, and Previous Learning, and Providing a Motivation to Learn

<ul style="list-style-type: none">• Advanced organizer• Skim• Create and ask questions	<ul style="list-style-type: none">• Role play• View a movie• Listen to a song• Envision a scenario	<ul style="list-style-type: none">• Draw• Take a pre-test• Connect to values• Debate/Create Controversy
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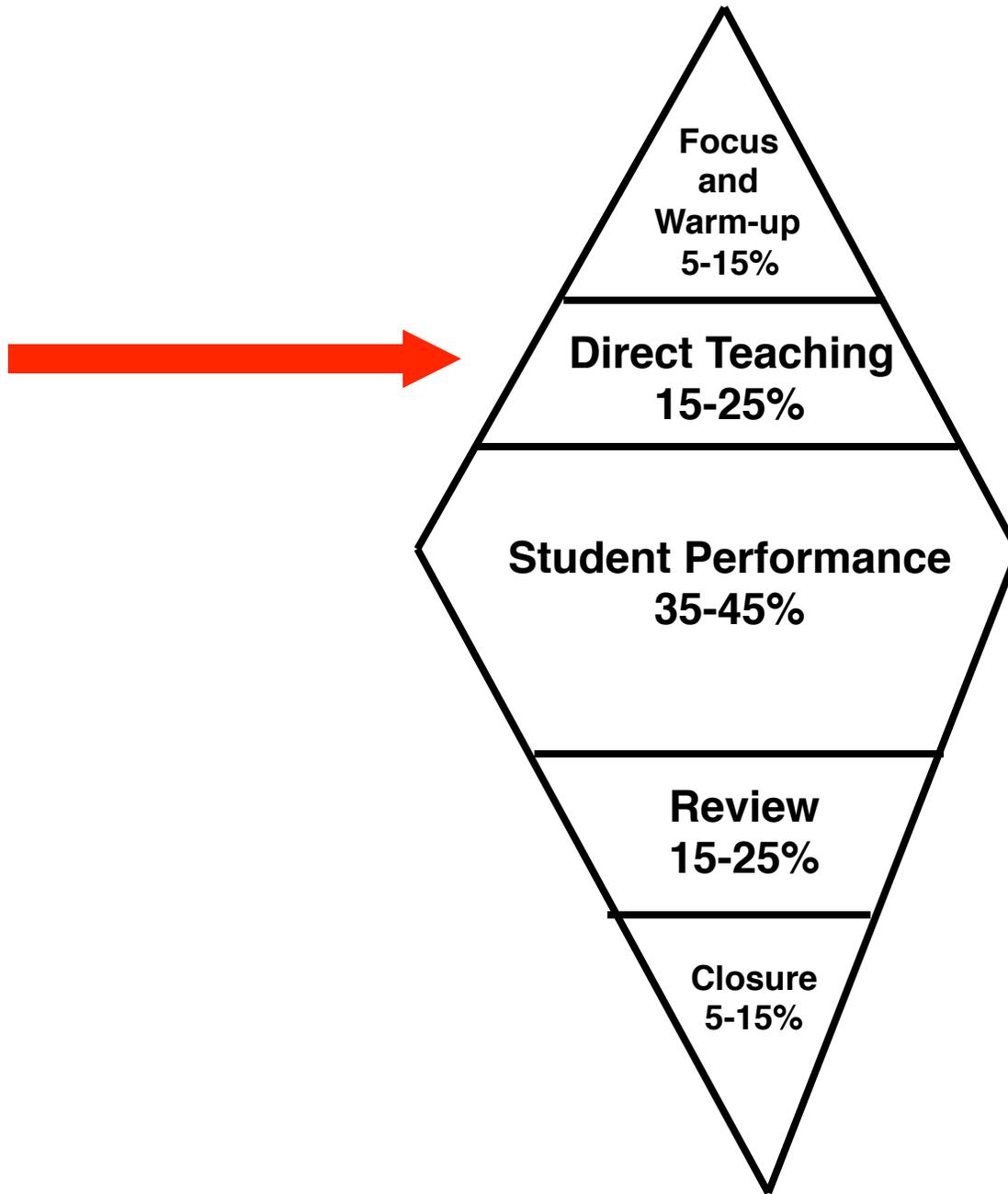
Learning is like connecting VELCRO



POWER THINKING



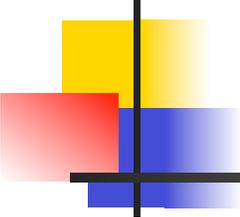
Marzano,
Tactics in
Thinking, 1989



ATTENTION SPANS



must be paid
attention to



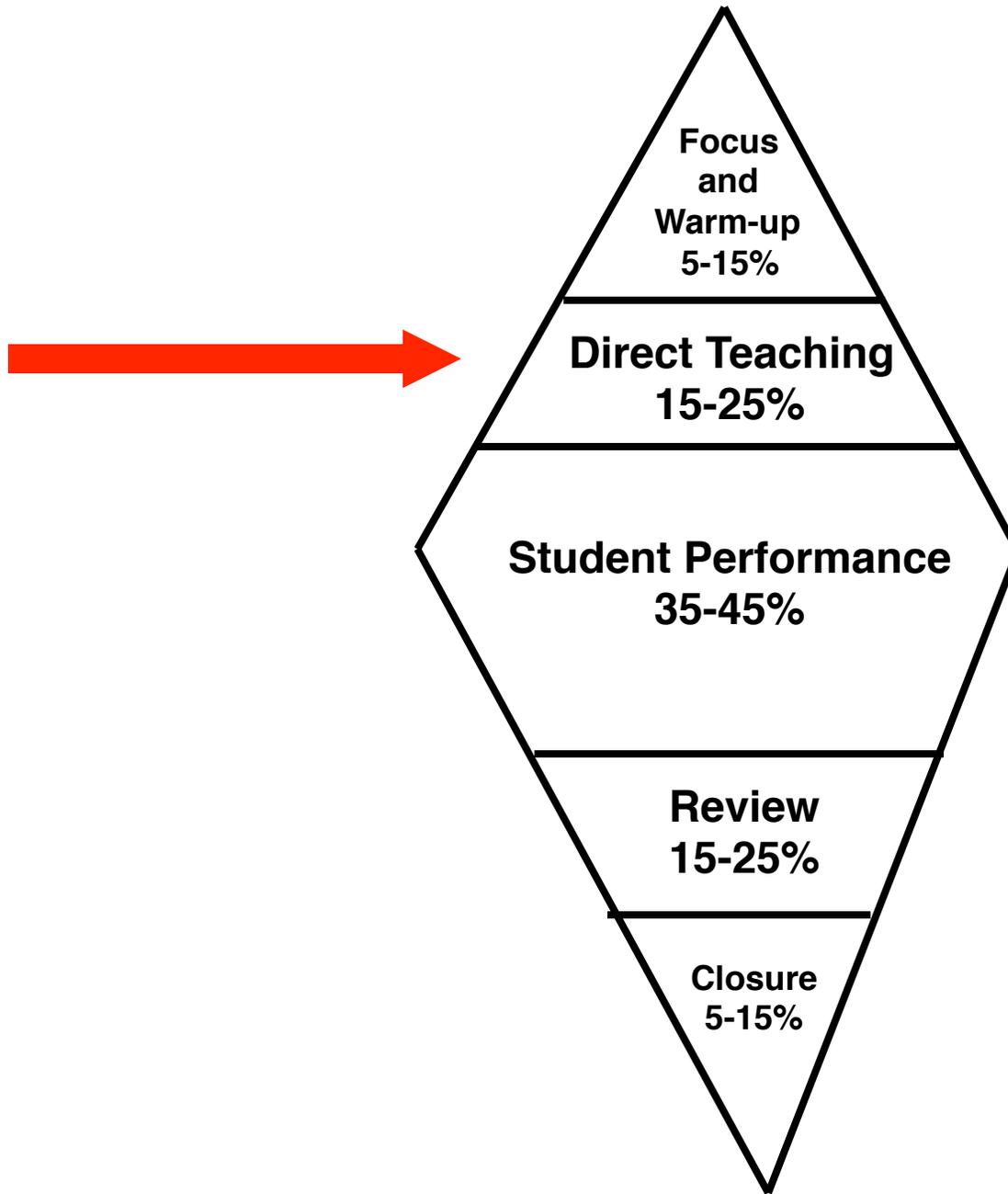
Direct Teaching (15-25%)

- Mini-Interactive Lectures
- Demonstrations
- Slide Shows
- Computer-based Learning

- Simulation
- Structure Overview
- Explicit Teaching

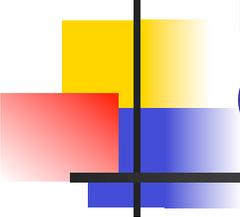
- Guided and Shared Reading
- Debate
- Role Playing
- Discussion

- Think-Pair Share
- Cooperative Learning
- Panels



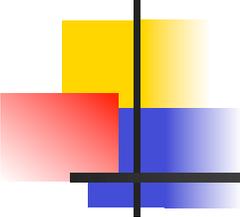
If they could only think and discuss

<http://cooperativelearning.nuvvo.com/lesson/9592-seinfeld-teaches-history>



Making Reading/Thinking Skill Connections with Content

1. Main/Central Idea
2. Significant Details/
Evidence
3. Sequential/Order
Relationships
4. Comparison Relationships
5. Cause and Effect
Relationships
6. Knowledge of vocabulary/
key terms
7. Generalizations and
Conclusions
8. Problem-Solution
Relationships
9. Multi-step Instructions/
Directions
10. Author's Purpose,
Techniques, Claims,
Views, and Arguments
11. Knowledge of Maps,
Charts, and Graphs
12. Literary Analysis
13. Information from
Researching



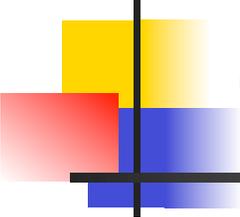
If you want to . . .

- increase achievement



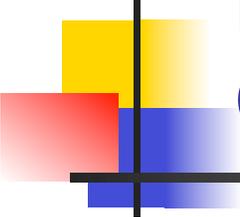
- reduce achievement gaps





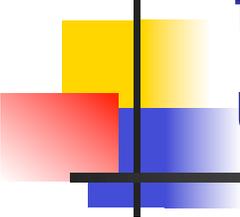
EXPLICIT TEACHING and Guided Practice

1. I do
2. We do
3. I Do
4. We do
5. I do
6. You do
7. Closure
8. The next day



Making Reading/Thinking Skill Connections with Content

1. Main/Central Idea
2. Significant Details/
Evidence
3. Sequential/Order
Relationships
4. Comparison Relationships
5. Cause and Effect
Relationships
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key terms
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Conclusions
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Relationships
9. Multi-step Instructions/
Directions
10. Author's Purpose,
Techniques, Claims,
Views, and Arguments
11. Knowledge of Maps,
Charts, and Graphs
12. Literary Analysis
13. Information from
Researching



Reading, observing, & listening to information
to identify, understand, communicate, and
use . . .

1. Main/Central Idea
2. Significant Details/Evidence
3. Sequential/Order Relationships
4. Comparison Relationships
5. Cause and Effect Relationships
6. Knowledge of vocabulary/key terms
7. Generalizations and Conclusions
8. Problem-Solution Relationships
9. Multi-step Instructions/ Directions
10. Author's Purpose, Techniques, Claims, Views, and Arguments
11. Knowledge of Maps, Charts, and Graphs
12. Literary Analysis
13. Information from Researching

Select a standard and related skill.

Select a matching graphic organizer.

1

Select a summary template and purpose.

2

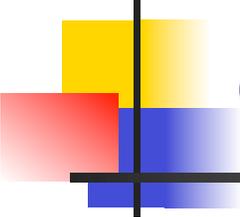
Select question prompts.

3

Learn how to use a matching hand signal.

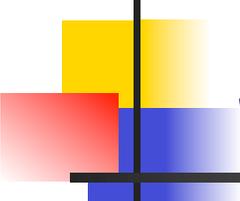
4

Graphic Organizer	Summary Template	Questions	Hand Signal/ Movement																
<p>Story Board</p> <table border="1" data-bbox="130 1031 529 1295"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																	<p>A number of steps have to be followed to _____.</p> <p>First, _____.</p> <p>Then, _____.</p> <p>Next, _____.</p> <p>Next, _____.</p> <p>After that _____.</p> <p>Finally, _____.</p>	<ol style="list-style-type: none"> 1. Trace the development of . . . 2. Sequence the events leading up to 3. What do you do first when you . . . <u>Next</u> 4. List the steps involved in . . . 5. What steps did ___ take to solve reach her goal. <u>Next</u> 6. The next likely event would be (predict) . . . 7. After doing _____, the character's next decision was to _____. 8. What steps did _____ take to achieve his/her goal in the story? 9. The last two steps in the process were . . . 	<p>Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.</p>



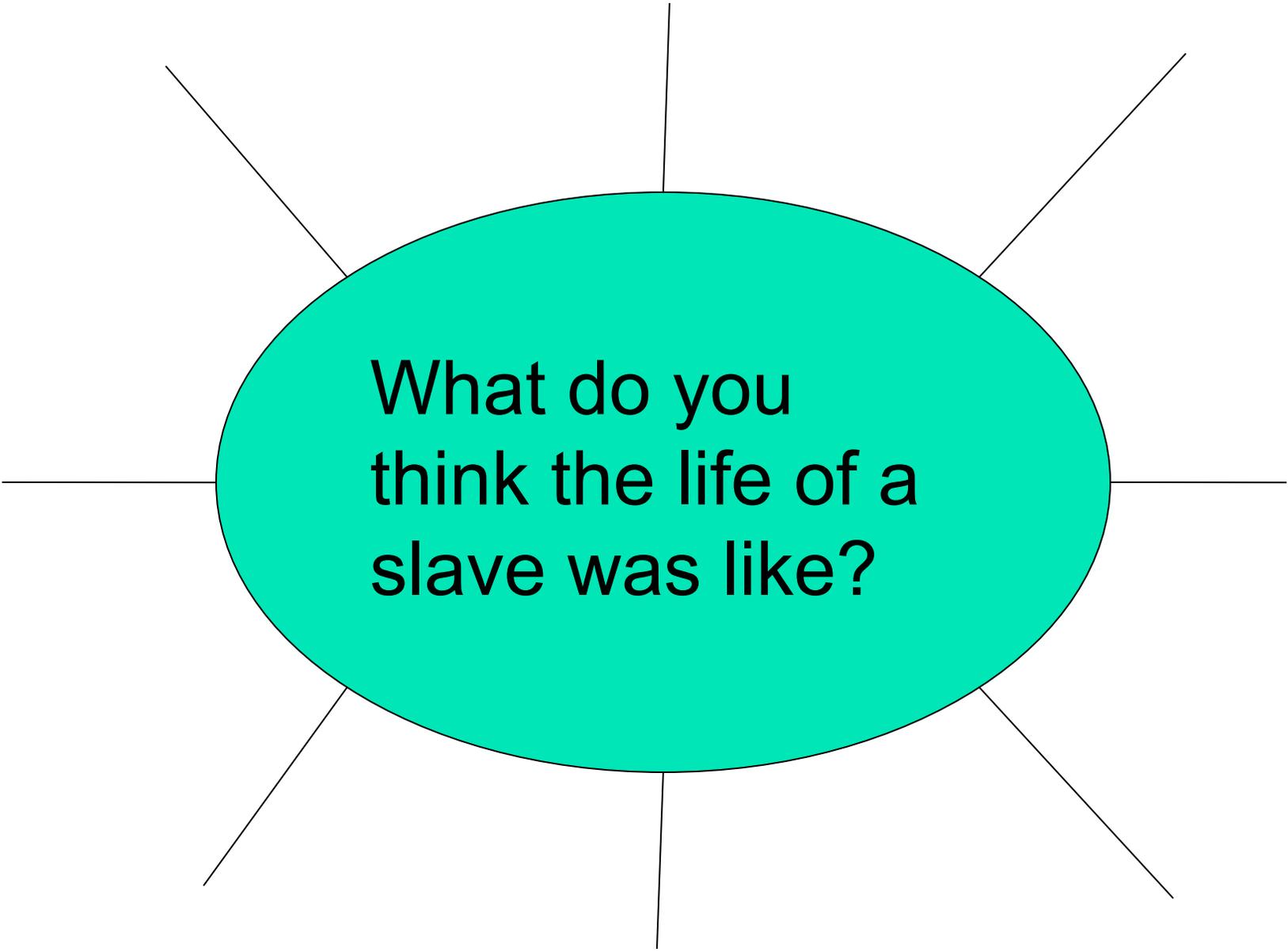
EXPLICIT TEACHING and Guided Practice

1. I do
2. We do
3. I Do
4. We do
5. I do
6. You do
7. Closure
8. The next day

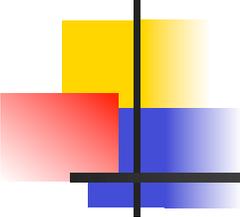


Sequential Relationships

Graphic Organizer	Summary Template	Questions	Hand Signal/ Movement																
<p data-bbox="247 727 415 781">Story Board</p> <table border="1" data-bbox="134 854 531 1214"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																	<p data-bbox="562 727 873 846">A number of steps have to be followed to _____.</p> <p data-bbox="562 932 842 985">First, _____.</p> <p data-bbox="562 1008 800 1062">Then, _____.</p> <p data-bbox="562 1084 793 1138">Next, _____.</p> <p data-bbox="562 1161 793 1214">Next, _____.</p> <p data-bbox="562 1237 827 1291">After that _____.</p> <p data-bbox="562 1313 800 1367">Finally, _____.</p>	<ol data-bbox="905 727 1640 1474" style="list-style-type: none"> Trace the development of . . . Sequence the events leading up to What do you do first when you . . . <u>Next</u> List the steps involved in . . . What steps did ___ take to solve reach her goal. <u>Goal</u> The next likely event would be (predict) . . . After doing _____, the character's next decision was to _____. What steps did _____ take to achieve his/her goal in the story? The last two steps in the process were . . . 	<p data-bbox="1671 727 1955 1198">Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.</p>



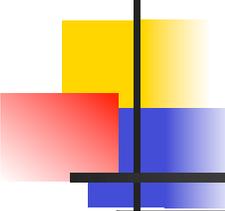
What do you
think the life of a
slave was like?



Underground Railroad

I will be able to . . .

1. **summarize the sequence/order** and details from an event that I read view, and experience.
2. **draw conclusions** about the impact of the Underground Railroad on slaves and those who supported abolition of slavery..



Words you will need to know.

Word	Definition	Memory Cue
slavery		
Quaker		
Underground railroad		
bounty hunter		

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Blank rounded rectangular box in the first row, left column.

Blank rounded rectangular box in the first row, middle column.

Blank rounded rectangular box in the first row, right column.

Blank rounded rectangular box in the second row, left column.

Blank rounded rectangular box in the second row, middle column.

Blank rounded rectangular box in the second row, right column.

Blank rounded rectangular box in the third row, left column.

Blank rounded rectangular box in the third row, middle column.

Blank rounded rectangular box in the third row, right column.

Blank rounded rectangular box in the fourth row, left column.

Blank rounded rectangular box in the fourth row, middle column.

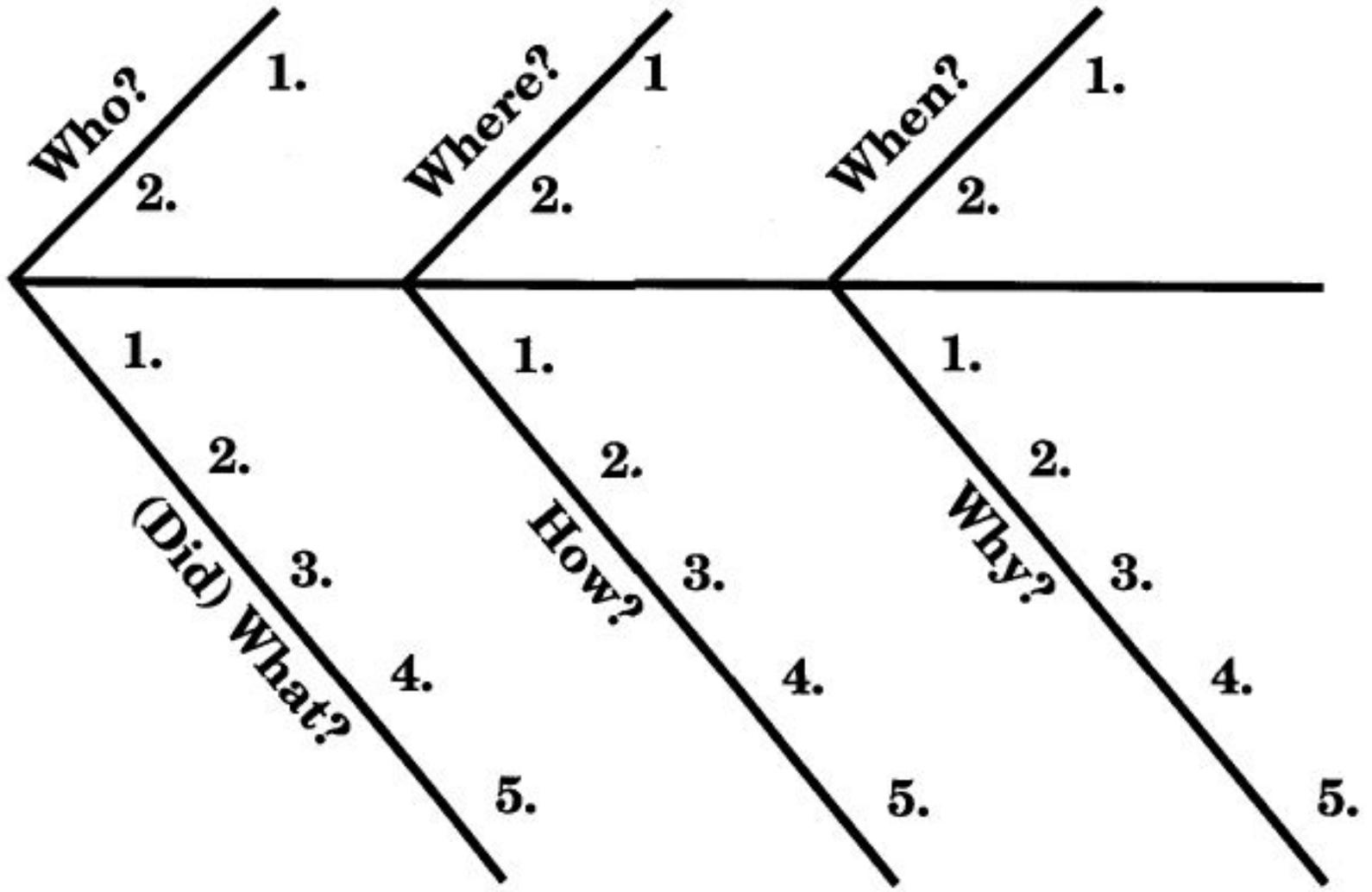
Blank rounded rectangular box in the fourth row, right column.

Blank rounded rectangular box in the fifth row, left column.

Blank rounded rectangular box in the fifth row, middle column.

Blank rounded rectangular box in the fifth row, right column.

Permission granted Don Johnston, Volo, IL



Permission granted Don Johnston, Volo, IL

EXPLICIT TEACHING and Guided Practice

1. I do

2. We do

3. I Do

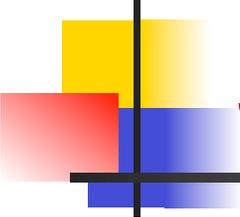
4. We do

5. I do

6. You do

7. Closure

8. The next day



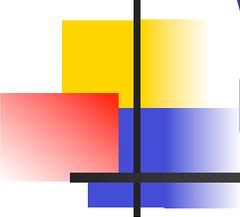
Teachers can use questions:

Sequence/Order

1. Trace the development of
2. Sequence the events leading up to
3. What do you do first when you . . . Next
4. List the steps involved in . . .
5. What steps did _____ take to solve the problem or reach her goal.
6. Sequence the order of events.
7. What happened first in this passage? Next? Then? After? Finally?

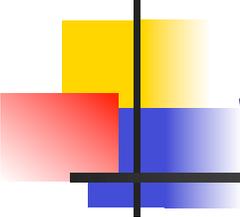
Teachers can use questions: Drawing Conclusions

- Can you say that most _____? Why or why not?
- Based upon the events, what can you conclude about _____?
- You may predict that . . .
- During the time _____ takes place, _____ is . . .
- The author's _____ can best be described as . . .
- Which of the following best describes what may happen next?
- The main character appears to believe that . . .
- One thing that you might expect _____ to say about _____ is . . .
- It can be reasonably inferred from _____ that



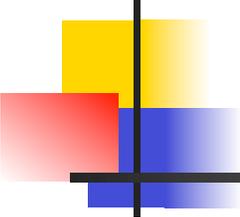
Write a summary about the Underground Railroad. **Before**

- There was a black man who wanted to escape slavery so he ran away. He had many adventures. He got away from slavery and his mom came too.



Sequence Summary Frame

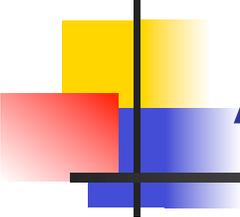
- The movie _____ was about _____ (Topic/Main Point).
- First, _____
- Then, _____
- Next, _____
- Finally, _____



Using a Summary Frame

- The movie was about a Elijah, a young black man who tried to escape slavery in the south. First, he got directions from his mother who said she would meet him. Then, he followed the north star and ran at night along the river. Next, he stopped at the Quaker's house to sleep and eat. Then, he almost got caught by the bounty hunter. Finally, he escaped successfully to Canada and his mother met him there.

Instructional Performance Sequence



Dividing, Multiplying, and Adding Incorrectly

Steps for Solving Formulas with the Given Values

<p>1) Read the problem and find out what you must solve.</p> <p>A Boeing 747 plane traveled 600 miles per hour. At this speed, how far did it fly in 3.5 hours?</p>	<p>2) Use formula $d = r \times t$</p> <p>d= distance r= rate t= time</p> <p>Finding Distance</p>	<p>3) Substitute the known values.</p> <p>multiply distance= rate X time</p> <p>d= 600 x 3.5 hrs.</p>	<p>4) Multiply to find the unknown value.</p> $\begin{array}{r} 600 \\ \times 3.5 \\ \hline 2100 \end{array}$	<p>5) Write the complete answer.</p> <p>The Boeing 747 plane traveled 2,100 miles in 3.5 hours.</p>
<p>1) Read the problem and find out what you must solve.</p> <p>A Boeing 747 plane traveled 500 miles per hour. At this speed, how far did it fly in 6.2 hours?</p>	<p>2) Use formula $d = r \times t$</p> <p>d= distance r= rate t= time</p> <p>Finding Distance YOUR TURN</p>	<p>3) Substitute the known values.</p> <p>multiply distance= rate X time</p>	<p>4) Multiply to find the unknown value.</p>	<p>5) Write the complete answer.</p>

Writing and Talking about Math Problem Solving

What is the answer?	What did you do? Or How did you do it? How do you plan?	Why did you do it? Can you explain it?
	I solved the problem about ... First, I ... Secondly, ... Next ... Then ... Then ... Finally ...	I solved the problem about ... The first reason why I ... Secondly, I ... Finally, I ... because ...

Motivation and Inspiration

Motivation Factors	Students' Expectations
1. Safety	Freedom from Embarrassment and Physical Harm
2. Success	Challenge, accomplishment, and Competence
3. Love and Belonging	Cooperation Collaboration
4. Fun and Enjoyment	Curiosity
5. Freedom and independence	Choice Friendly Controversy
6. Valued Purpose	Creativity, Challenge, and Friendly Competition

Spence Rogers (2005)

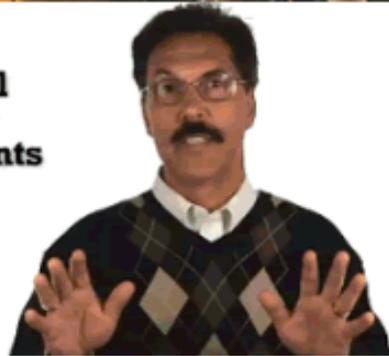
Harvey Silver (2009)

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**Successful
Learning
Environments**



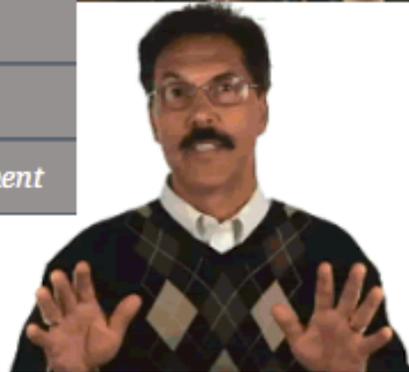
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Dr. Bobb Darnell | email: bobbdarnell@achievementstrategies.org | 847.452.4300

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Instruction



English Language Arts and Content Area Literacy

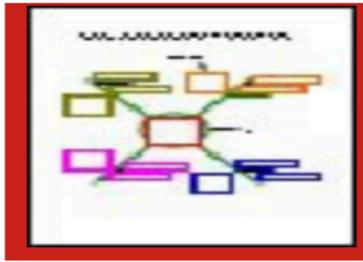
Math

Technology

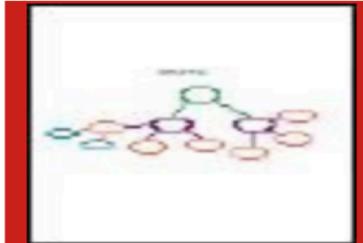
English Language Learners

Reading Skills	Graphic Organizers	Summary Templates	Questions/Prompts	Hand Signals
1. <i>Main/Central Idea</i>	<ul style="list-style-type: none"> • spider map • network tree map • cluster map • bubble map 	<ul style="list-style-type: none"> • main idea paragraph and two-sentence summary • MEL-Con 	<ul style="list-style-type: none"> • main/central idea 	<ul style="list-style-type: none"> • Hold a fist (main idea) and dangle and wiggle fingers (details).
2. <i>Significant Details/Evidence</i>	<ul style="list-style-type: none"> • spider map • network tree map • cluster map • bubble map • w's chart 	<ul style="list-style-type: none"> • topic sentence evidence/detail • MEL-Con 	<ul style="list-style-type: none"> • significant details/evidence 	<ul style="list-style-type: none"> • Dangle and wiggle fingers (details)
3. <i>Sequential/Order Relationships</i>	<ul style="list-style-type: none"> • cycle map • flow map • storyboard • continuum/timeline 	<ul style="list-style-type: none"> • sequence paragraph • chronological summary 	<ul style="list-style-type: none"> • sequence/ order 	<ul style="list-style-type: none"> • Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.

Graphic Organizers



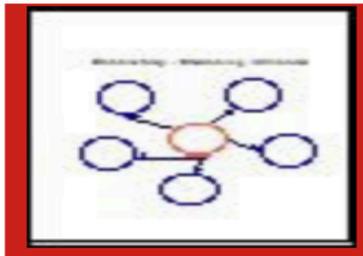
Spider Map



Network Tree



Cluster Map



Bubble Map

Summary and Constructed-Response Templates

Main Idea/Details Summary

MEL-Con

Two-Sentence Summary

Paragraph

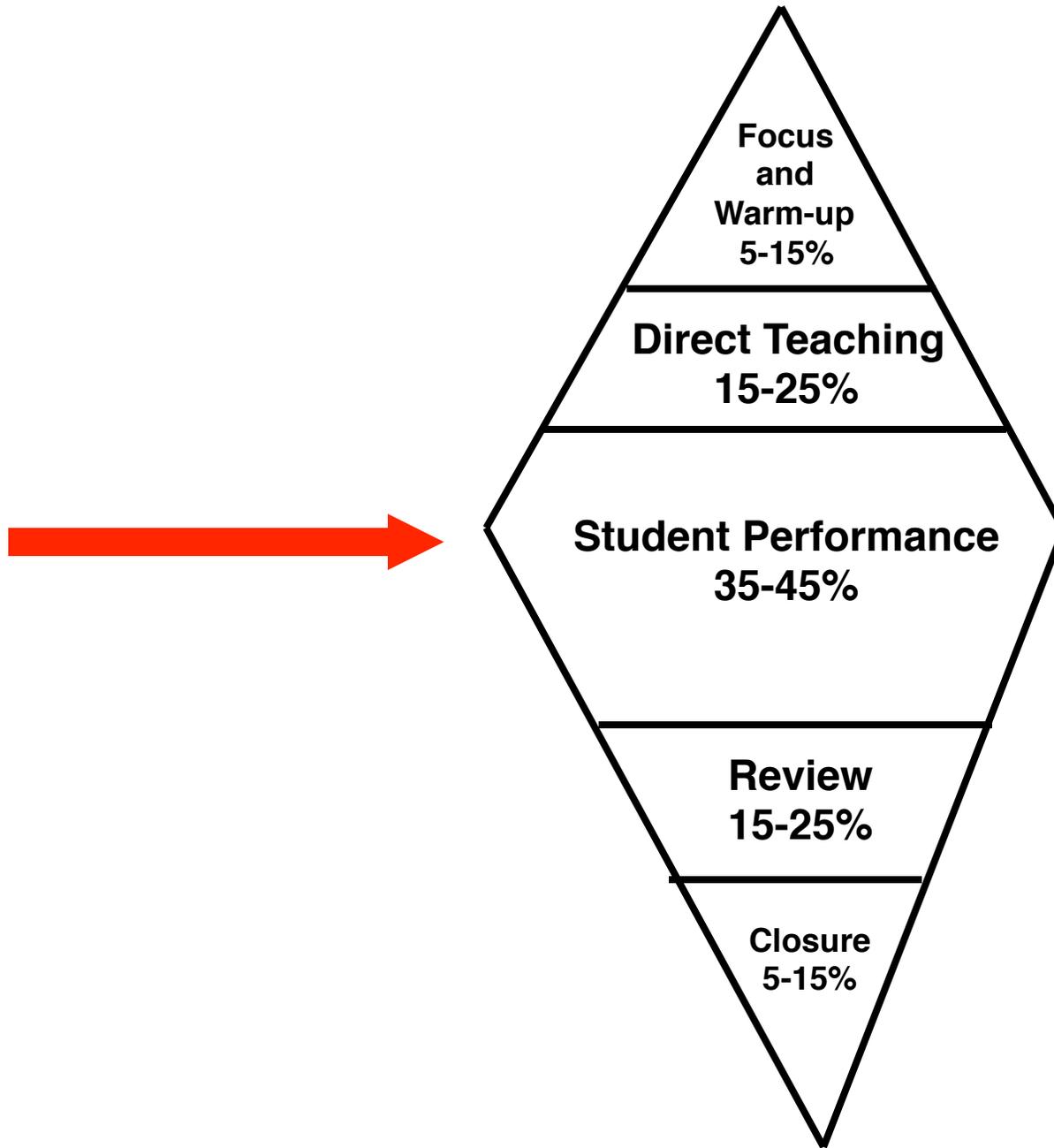
Questions/ Prompts

1. *The main point of the article is . . .*
2. *Summarize what you read.*
3. *The main theme of the story is . . .*
4. *List the facts regarding . . .*
5. *The text is about . . .*
6. *The main idea is about . . .*
7. *The story/article mainly tells . . .*
8. *Which of the following best expresses the main idea?*
9. *On the basis of information in the passage, we can determine that . . .*
10. *What would be the best title for this passage?*
11. *Which statement best expresses the central idea of this passage?*
12. *The main idea expressed in this passage is . . .*

Hand Signals for Focusing on the Skills & Strategies

Hold a fist (main idea) and dangle and wiggle fingers (details).





desserts

angel

lychee

decaffeinated

foods

Shark

corn

pods

brisket

Red Delicious

vegetable

meat

crammed

peaches

tender

fruits

banana

skin

ice cream

Chiquita

chocolate

Diet Rite

ground

beans

cob

artichoke

soda

apples

peas

green

cake

tea

seeds

coffee

orange

chopped

frappe'

lychee

agneau

Desserts	Meat	Beverages	Vegetable	Fruits
Angel cake ice cream chocolate	tender ground chopped brisket skin agneau	decaffeinated Shark Diet Rite tea soda coffee frappe'	corn pods seeds artichoke peas creamed beans cob green	Red Delicious apples peaches banana lychee orange Chiquita

desserts

angel

lychee

decaffeinated

foods

Shark

corn

Pods

brisket

Red Delicious

vegetable

meat

creamed

peaches

tender

fruits

banana

skin

ice cream

Chaquita

chocolate

Diet Rite

ground

beans

cob

soda

artichoke

apples

peas

green

cake

tea

seeds

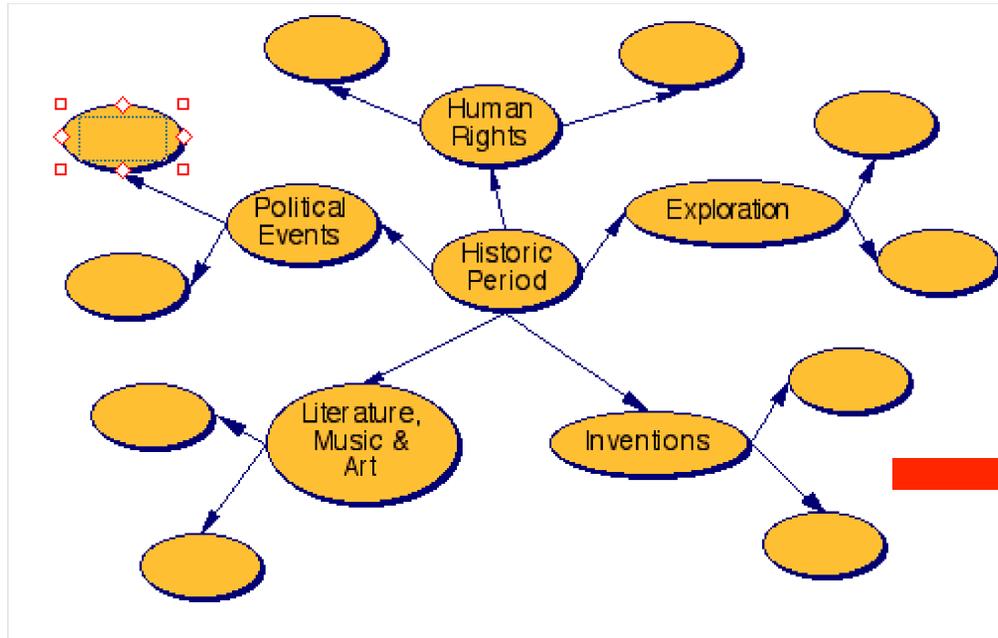
coffee

orange

chopped

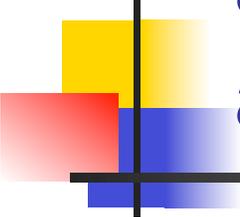
frappe'

A graphic organizer is a tool used to construct meaning and provide evidence of learning.



1. Main Idea Identification and Summary
2. Significant Detail
3. Sequential/Order Relationships
4. Comparative Relationships
5. Cause-Effect Relationships
6. Problem-solution relationships
7. Meanings of Words
8. Generalizations/Drawing Conclusions
9. Author's Point of View and Purpose
10. Interpreting Instructions
11. Using Maps, Charts, and Graphs
12. Literary Analysis

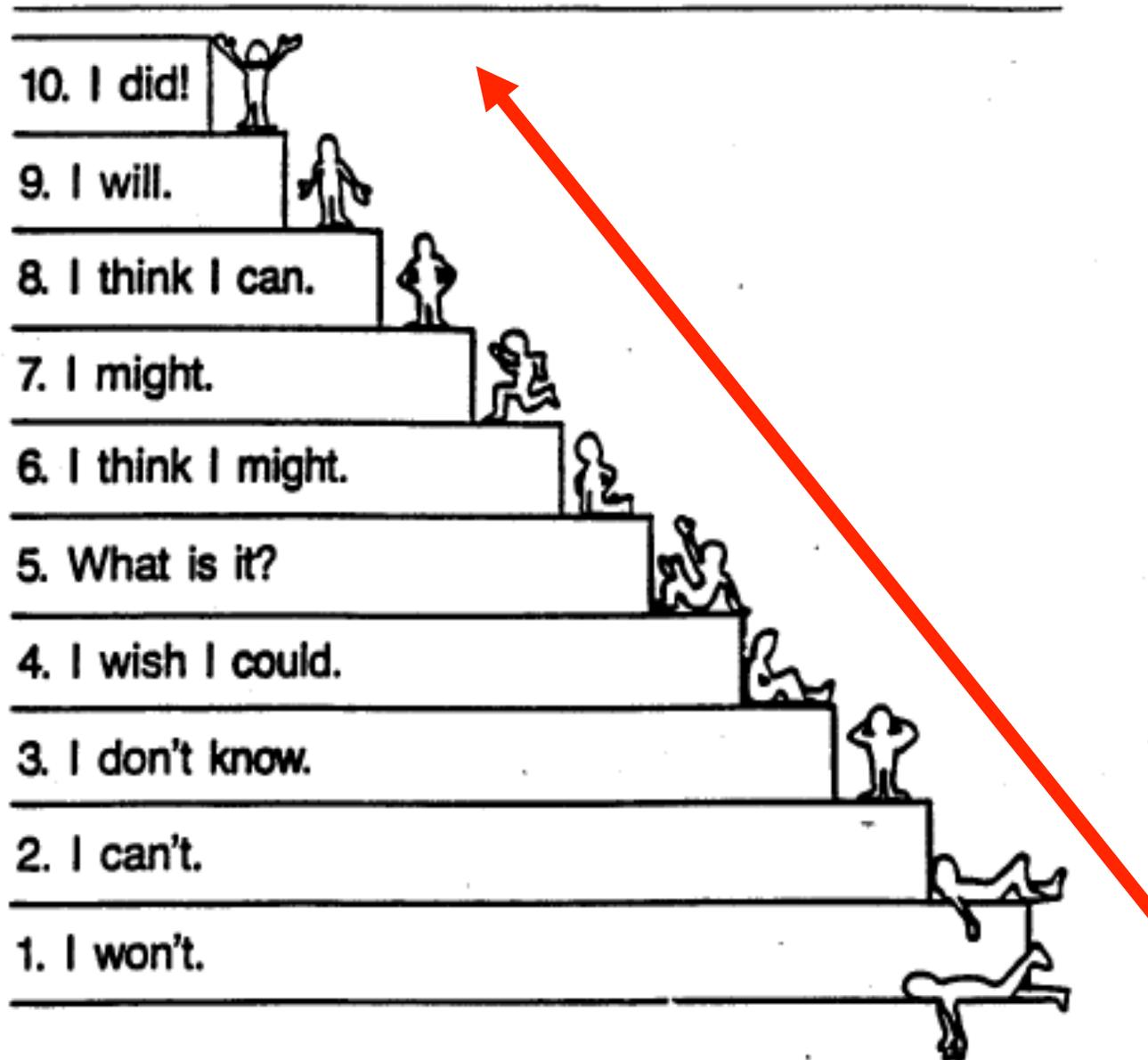
and
Content Area Learning



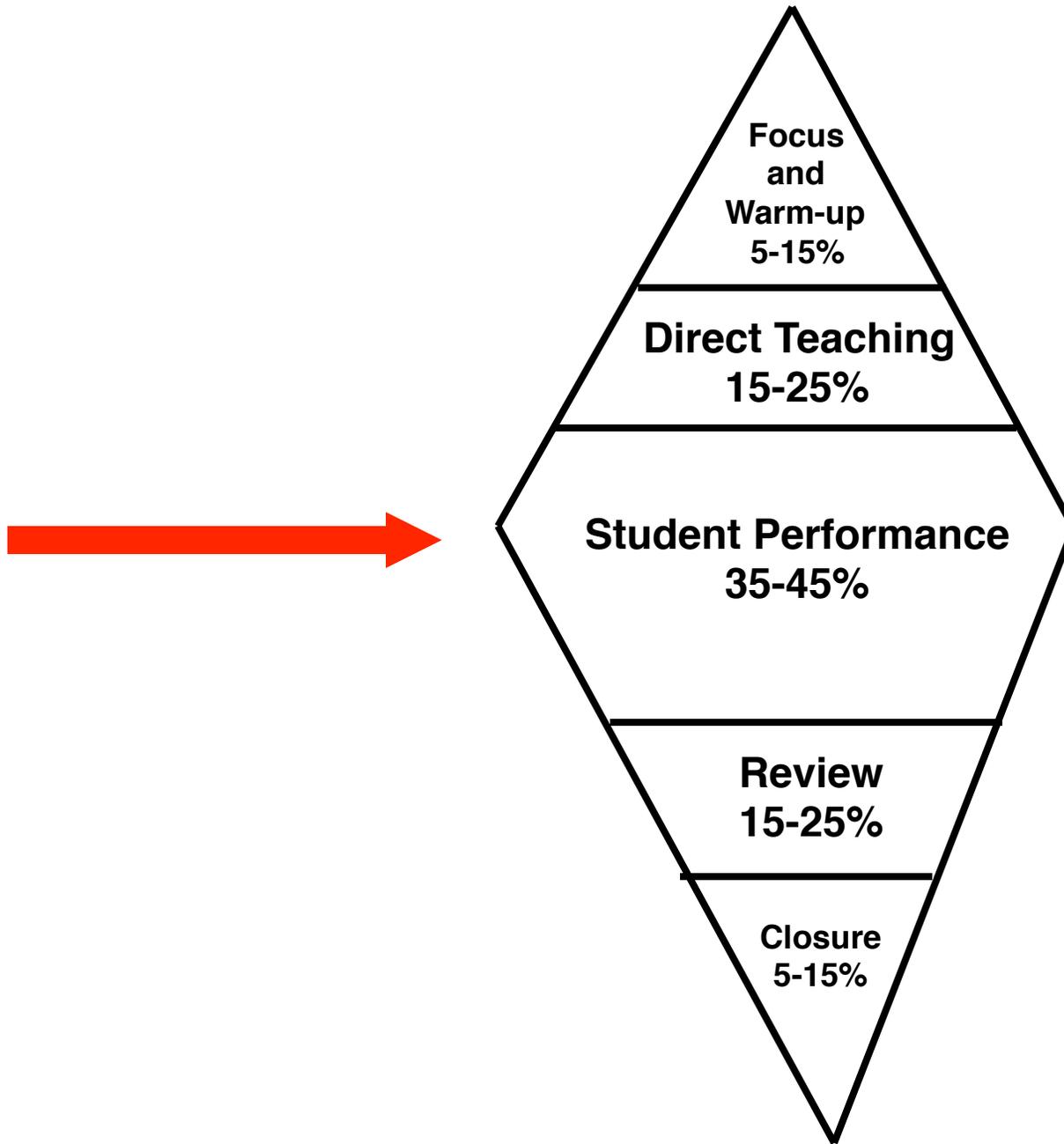
Kids will play a video game an average of 100 hours to “get good” at it.

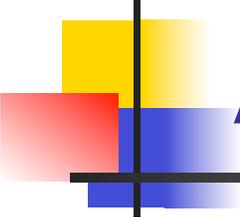
- They don't . . .
 - get grades
 - get extra credit
 - win money
 - get public acclaim
- And they rarely play a game a second time without knowing/learning . . .
 1. Objectives/goals
 2. Strategies and skills
 3. Vocabulary
 4. How well they are doing
 5. What to do better next time

POWER THINKING



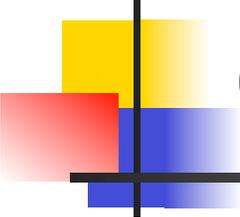
Marzano,
Tactics in
Thinking, 1989





Activities to Practice and Apply

- Research
 - Discovery activities
 - Problem solving
 - Computer-based learning
 - Creating a product or performance
 - Drill and practice
 - Simulations
 - Inquiry/Research
 -
- Responding to questions
 - Debate and friendly controversy
 - Cooperative learning activities
 - Case studies
 - Writing to apply and express understanding
 -
- Web Quests
 - Virtual Fieldtrips
 - Tutorials
 - Labs/ experiments
 - Rehearsal
 - Creating graphic organizers
 - Teaching partners
 - Lit and discussion groups

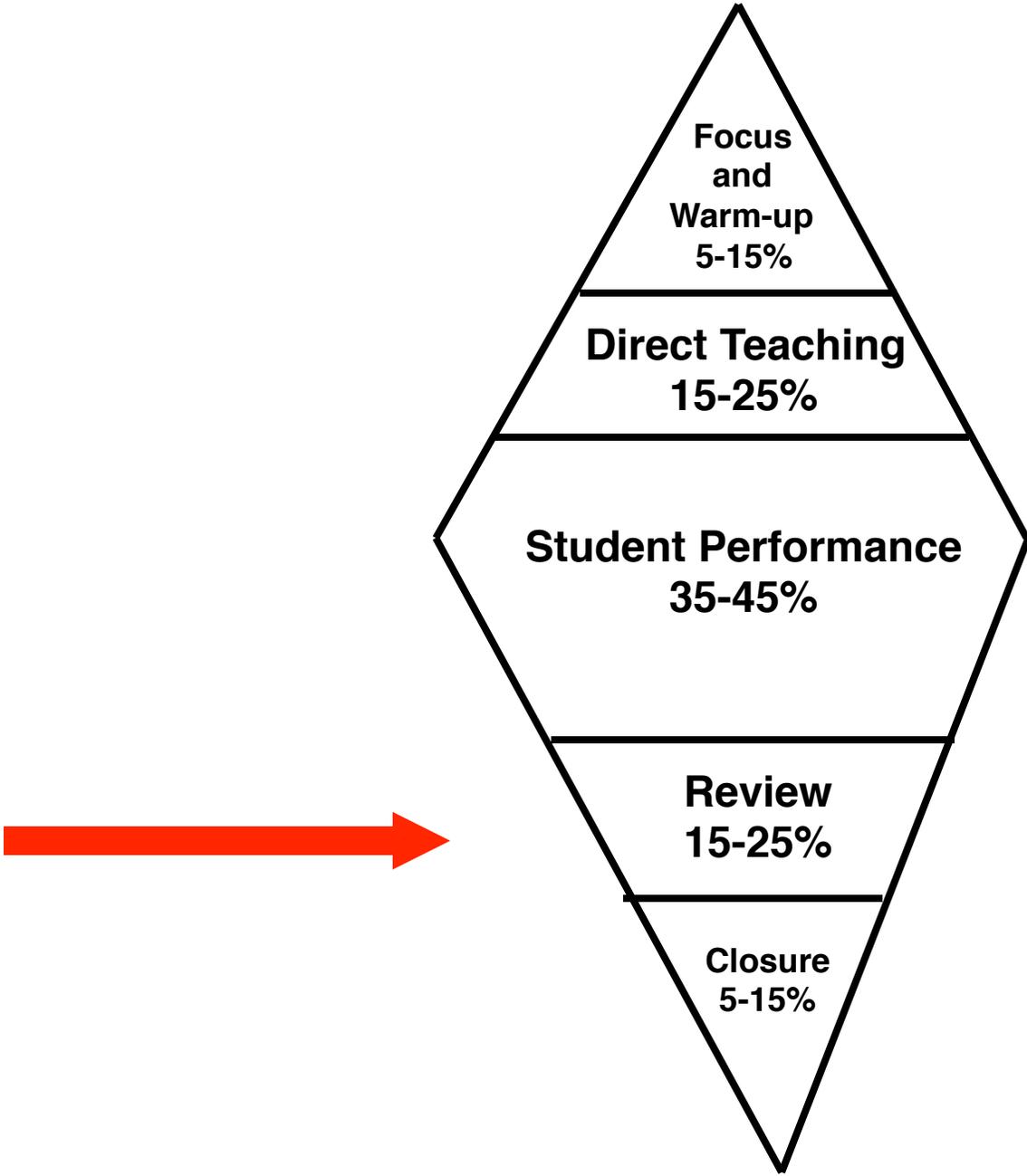


Writing to Learn and Communicate (Page 4)

- Describe it
- Explain it
- Trace it or sequence it
- Predict it
- Compare it
- Analyze it
- Define it
- Generalize and Conclude
- Solve it
- Teach
- Argue for/against it
- Make/Take/Describe
- Interpret it
- Find it
- Literacy Analysis Prompts (e.g., trace plot, analyze traits)

Using Accountable Peer-to-Peer Interaction

Accountable Peer-to-Peer Interaction		
1. "Yes and" elaborating	11. Paraphrase and listen attentively to one another	18. Student groups Jigsaw activities
2. Create summaries	12. Clarify or expand a proposition	19. Cooperative learning strategies
3. Create graphic organizers	13. Create/invent something together	20. Read-arounds in triads
4. Video Clip-It!	14. Teach each other (Reciprocal teaching)	21. Response/edit/revision groups
5. Person on the Street	15. Think—Pair—Share	22. Peer editing in expert groups
6. Machine	16. Go-arounds	23. Group assessments- with both individual/group grades games
7. Panel of Experts	17. Group projects	24. Group presentations
8. Draw and tell		25. Express Yourself
9. Save the Last Word		26. Flash It
10. Stroll and Stop		

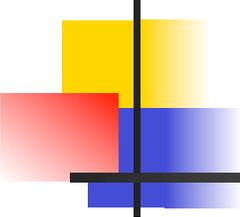


What types of assessments do you use?

Closed-Ended Selected Response	Open-Ended Constructed Response	Products	Performances	Process-Focused	Student Self-Assessment
<ul style="list-style-type: none"> •multiple-choice •true-false •matching 	<ul style="list-style-type: none"> •fill in the blank •short answer sentence(s) •paragraphs •label diagram •show your work •visual representation •web •concept map •flow chart •graph/table •matrix •illustration 	<ul style="list-style-type: none"> •essay •research paper •log/journal •lab report •story/play •poem •portfolio •art exhibit •science project •model •video/audiotape •spreadsheet 	<ul style="list-style-type: none"> •oral presentation •dance/movement •science lab demonstration •athletic competition •dramatic reading •enactment •debate •musical recital 	<ul style="list-style-type: none"> •oral questioning •observation •“kid watching” •interview •conference •process description •“think aloud” •learning log 	<ul style="list-style-type: none"> •reflection prompts •logs •interviews •inventories •discussion
<p>Portfolio</p>					

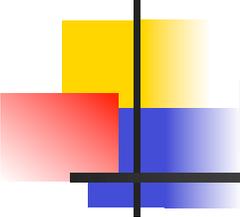
ALL students can improve skills and develop strategies with . . .





Review (15-25%)

- Active questioning
- Learning journals
- Summaries (see above)
- **Formative Assessments** (e.g. tests, products, performances)
- Sharing
- Discussing activities from previous step
- Reviewing notes and materials
- Reviewing progress on formative assessments
- Corrective activities/re-teaching



But wait! You haven't earned any points yet.

- Let's test your skills and knowledge.



Question 10: Given A and C are the end points of a line segment, the length of the segment is less than 28. There are five other points on the line segment, B, L, M, N and O, which are located at distances of 2, 5, 8, 11 and 14, respectively, from point A. Which of the points could be the midpoint of AC?

(A) B
 (B) L
 (C) M
 (D) N
 (E) O

Multiple Choice

Question 11: How many three digit numbers have the hundreds digit equal to 4 and the units digit equal to 2?

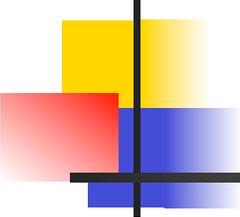
(A) 9
 (B) 18
 (C) 33
 (D) 36
 (E) 38

Multiple Choice

Question 12: If x and y are positive integers, which of the following expressions is equivalent to $(2x^2y)^3$?

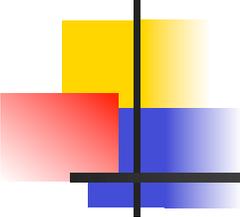
(A) $6x^2y$
 (B) $8x^2y$
 (C) $2x^6y^3$
 (D) $8x^6y^3$
 (E) $6x^6y^3$

View the full question...



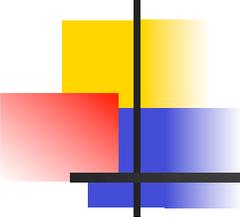
Main Idea/Concept:

- hammer
- screwdriver
- hand drill
- chisel
- saw



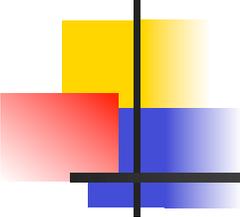
Main Idea /Concept:

- Washington
- Lincoln
- Roosevelt
- Eisenhower
- Madison



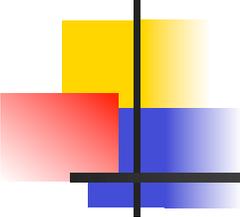
Main Idea /Concept:

- bed
- chair
- sofa
- desk
- dining table



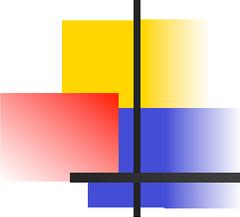
Main Idea /Concept:

- Rose
- Sylvia
- Harriet
- Pennie
- Caryl



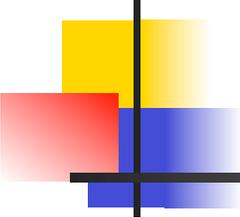
Main Idea /Concept:

- schematic association
- metacognitive assimilation
- synaptic neuropathic patterning
- dendrite pruning
- cerebral dissonance



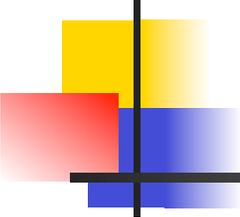
Main Idea /Concept:

- violin
- harp
- clarinet
- banjo
- guitar



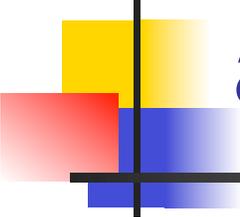
Main Idea /Concept:

- schematic association
- metacognitive assimilation
- synaptic neuropathic patterning
- dendrite pruning
- cerebral dissonance



Main Idea / Concept:

- Pontiac
- Oldsmobile
- Hummer
- Yugo
- Plymouth



Use a motivating cycle of
assessment and feedback.

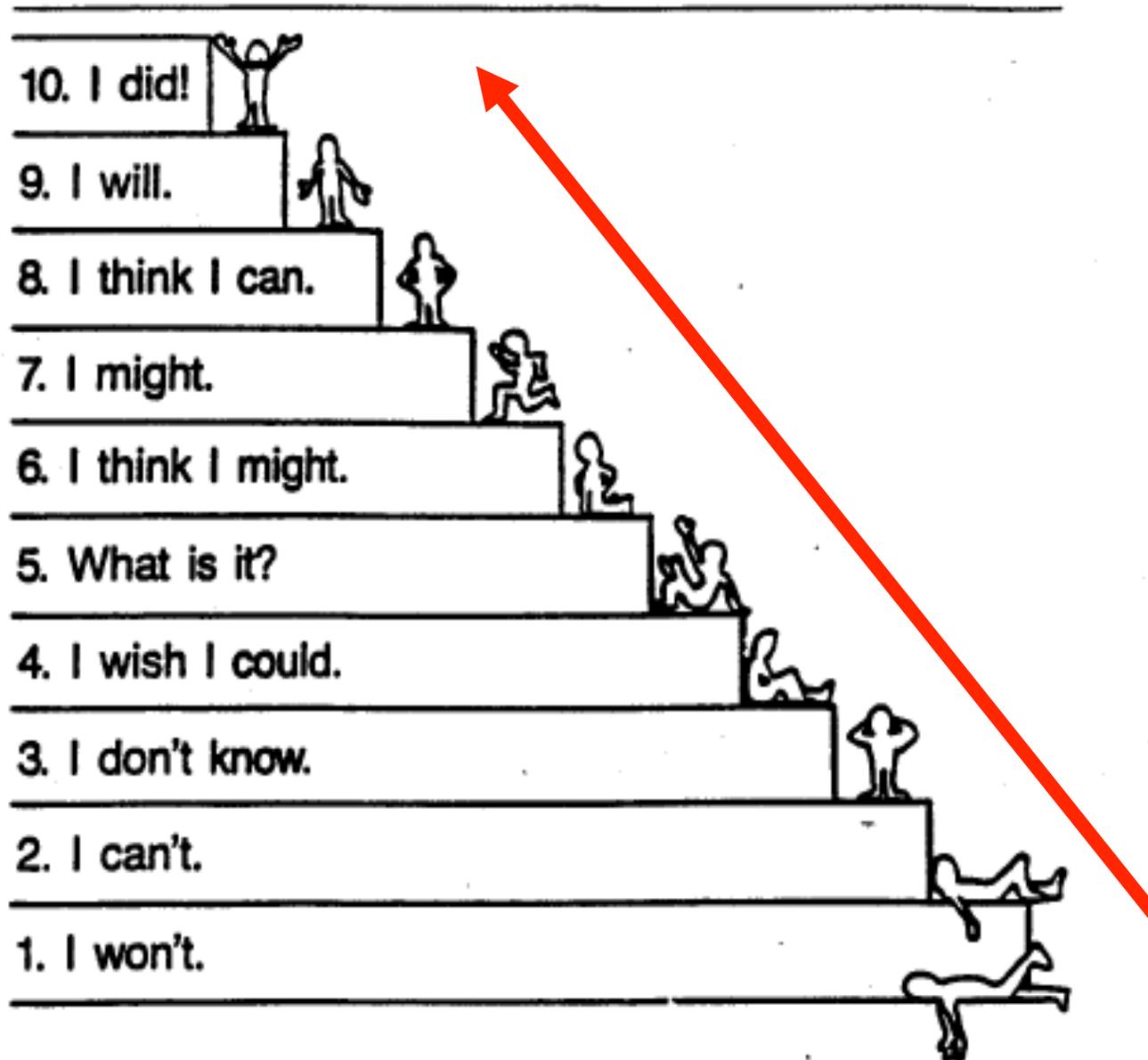
Shortened-Cycle Assessment

Teach, assess, and provide corrective or enrichments	Teach, assess, and provide corrective or enrichments	Teach, assess, and provide corrective or enrichments	Teach, assess, and provide corrective or enrichments	Evaluate (Summative Test)
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Long-Cycle Assessment

Teach	Teach	Teach	Teach	Evaluate (Summative Test)
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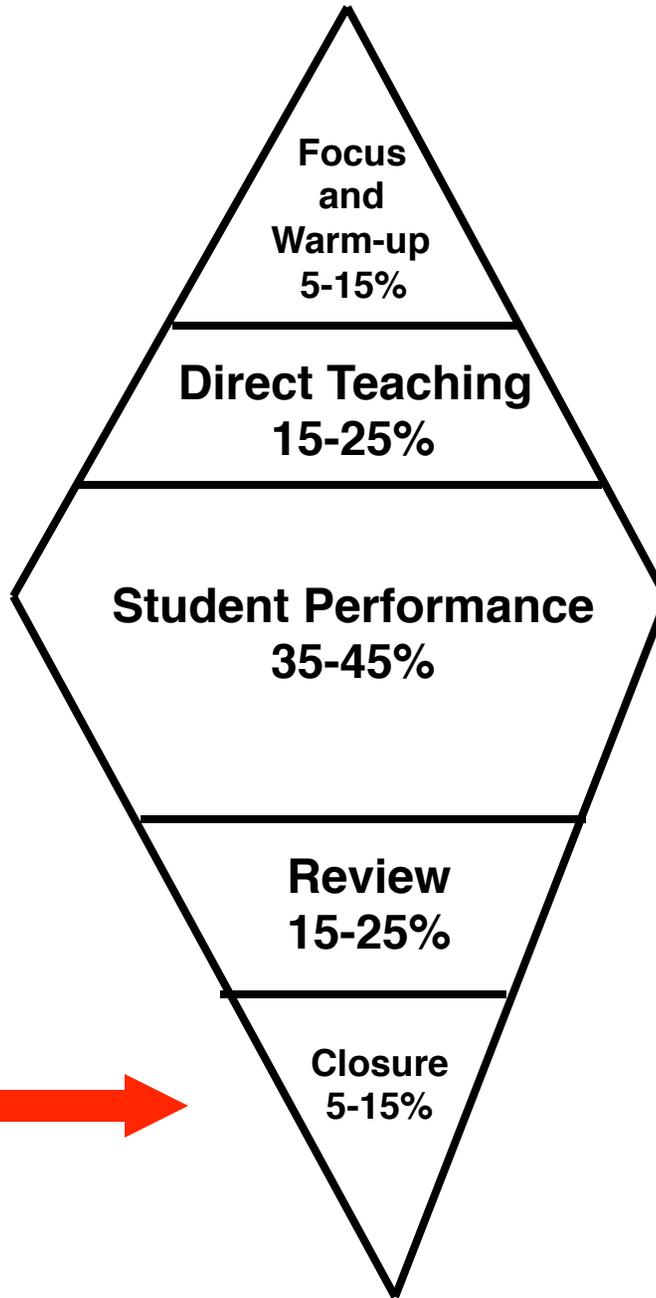
POWER THINKING

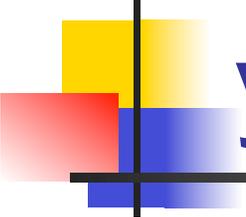


Marzano,
Tactics in
Thinking, 1989

Formative Assessments

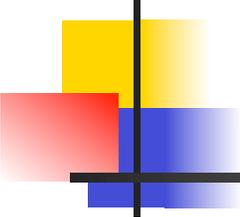
<ol style="list-style-type: none">1. Tests2. Quizzes3. Homework4. Exit tickets/card5. Full participation question and answer6. Short writes (e.g., summaries, responses to question prompts)7. Graphic organizers/web/concept map8. Problem solving observation	<ol style="list-style-type: none">9. Student self-assessment10. Survey students11. Hand signals12. Misconception check13. Student conference14. 3-minute pause15. Observation16. Portfolio check17. Journal entry18. Choral response19. A-B-C Relate Summaries20. Debriefing	<ol style="list-style-type: none">21. Idea Spinner (e.g., predict, explain, summarize, evaluate)22. Inside-Outside Quiz Circle23. Numbered Heads Together24. One-word Summary25. One Sentence Summary26. Ticket to Leave27. Think-Pair-Share/ Turn to Your Partner28. Oral Questioning29. Show and tell30. Model it
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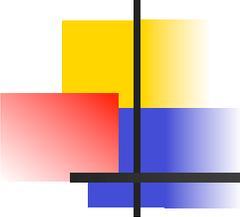
Think of a big project or task you completed successfully.

- What strategies, techniques, or resources did you use successfully?
- What would change if you did this project again?
- What are the first two steps you would take to make one of the changes?



Students can self-assess/ reflect for higher achievement.

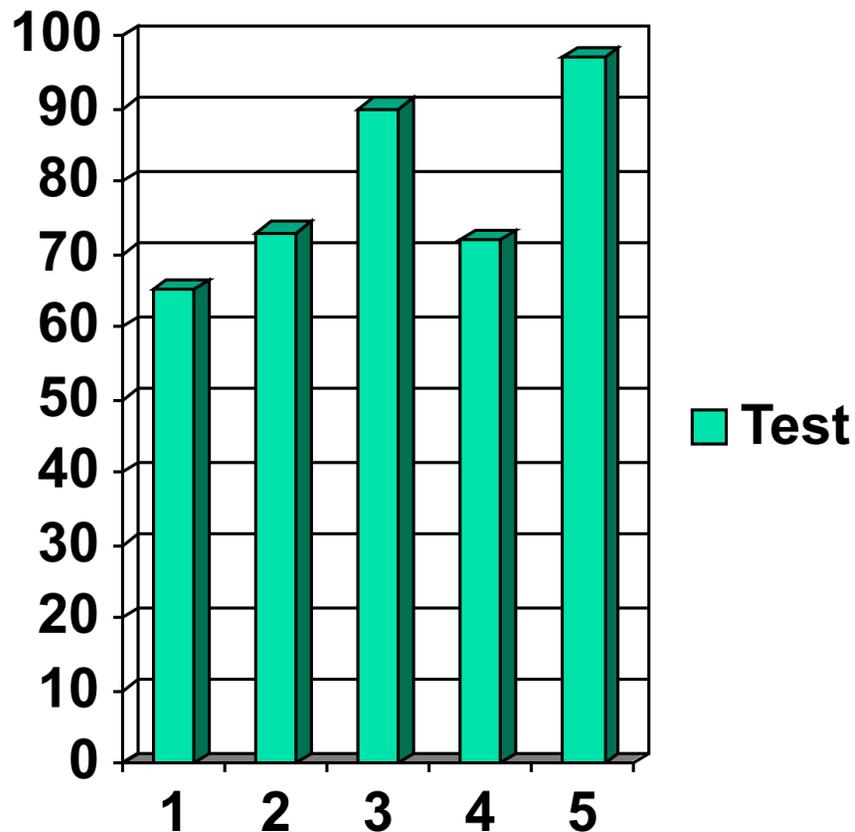
1. selecting strategies.
2. monitoring task performance.
3. establishing improvement goals and adjustments to your strategies.



Metacognition

- Lesson:
 - Students can increase their performance when they think about and adjust their strategies the learning process.

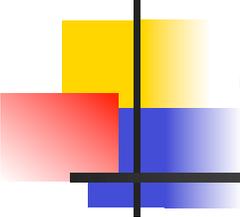
Tracking Progress and Determining What Worked and Didn't Work



- Strategies that helped
- Strategies that didn't help
- What caused changes?

Learner/Performance Objectives

My Level of Understanding	I can...
  	1. Define and use unit vocabulary.
  	2. Recognize and analyze conditional statements.
  	3. Write the inverse, converse and contrapositive of a conditional statement.
  	4. Recognize and rewrite bi-conditional statements.
  	5. Use symbolic notation to represent logical statements.
  	6. Determine whether a logical statement is valid.
  	7. Form conclusions by applying the laws of logic.
  	8. Use properties of algebra to solve equations.
  	9. Use properties of length and measure to justify segment and angle relationships.



The Self-Assessment and Goals Setting Strategy

1. What did you accomplish?
2. What strategies, steps, or practices did you successfully apply?
3. What do you need to abandon or change?
4. What's your plan?
5. What assistance do you need?

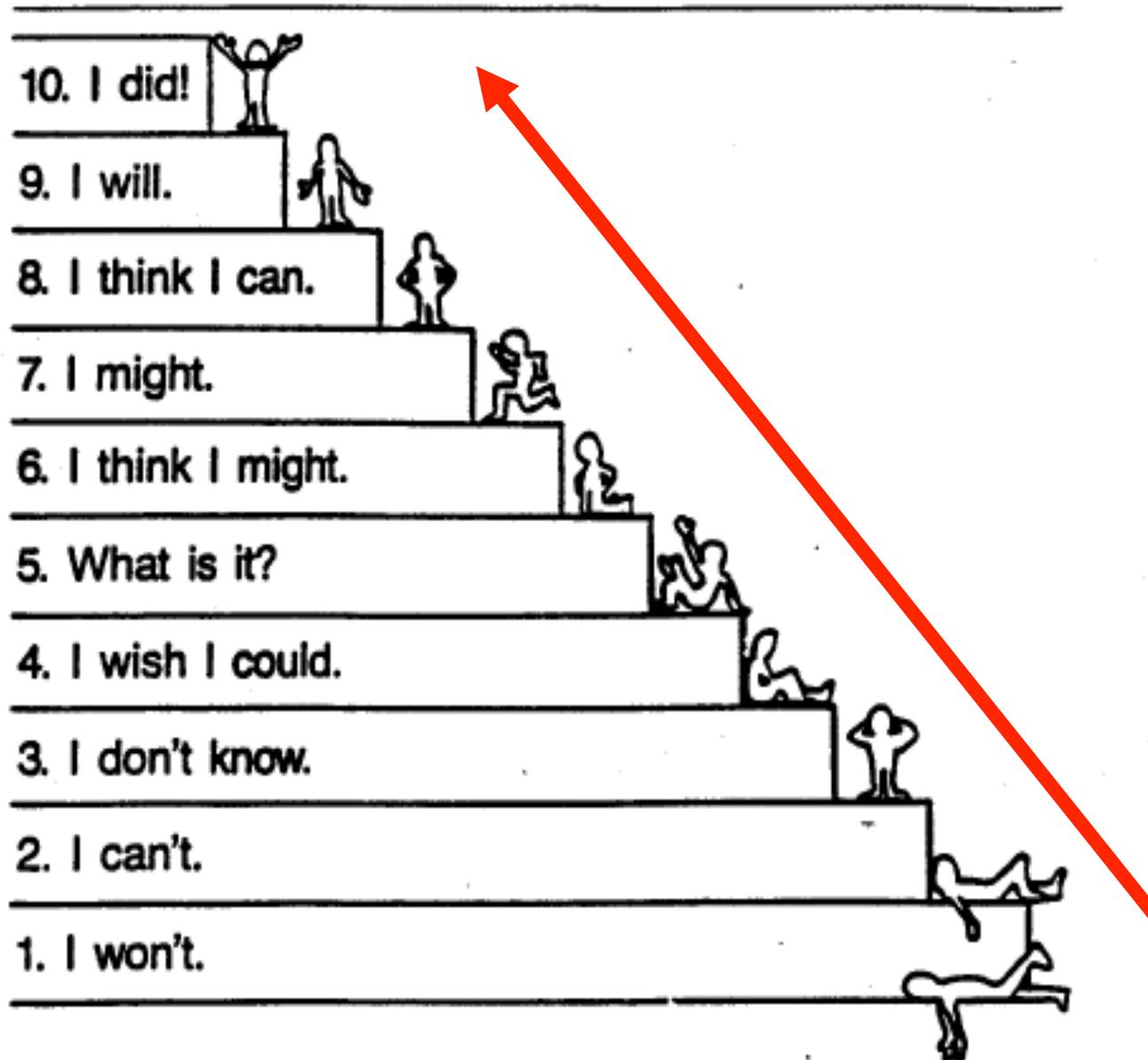
Prompts to Increase Student Reflection and Goal Setting

- I learned/relearned . . .
- I am concerned/worried about . . .
- One of my improvement goals is to . . .
- In order to use the information, skills, strategies, I need _____.
- I am optimistic about _____.
- "The next assignment or test, I'm going to use to _____
- Head, Foot, Heart Strategy
 - Head--An idea I had . . .
 - A feeling I experienced . . .
 - An action I will take. . .

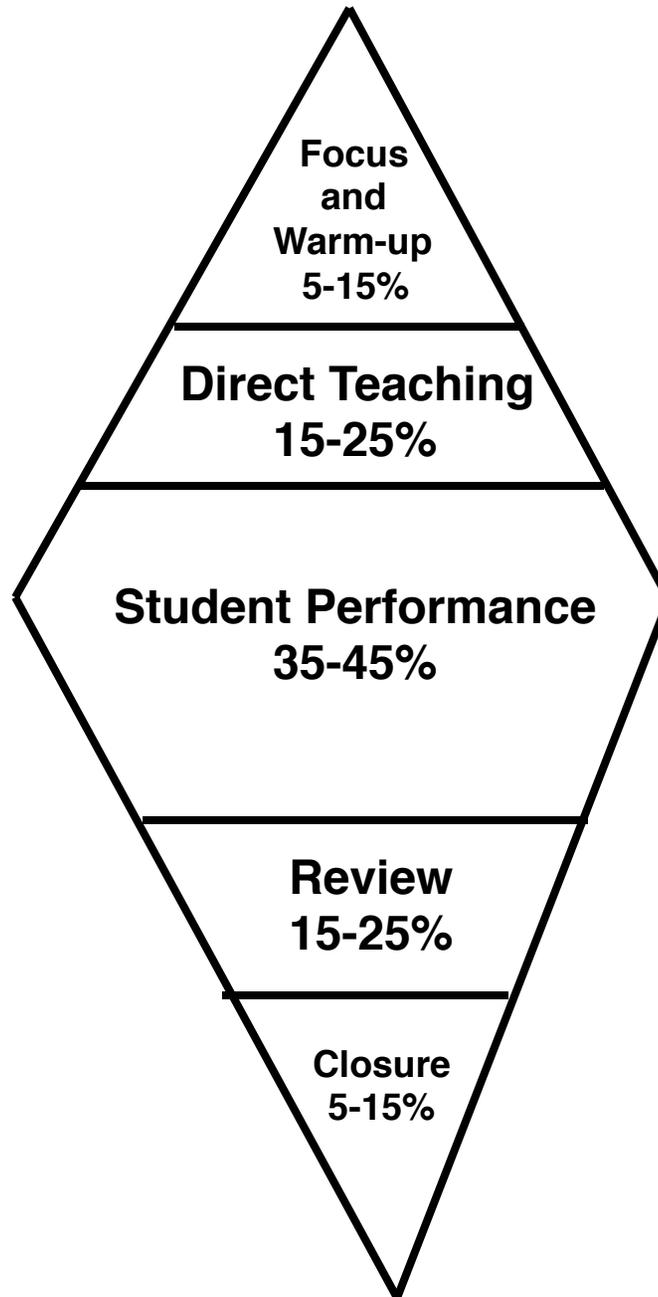
Prompts to Increase Student Reflection and Goal Setting

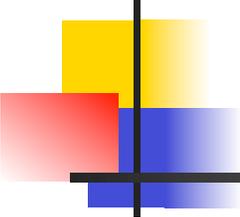
- I hope to accomplish _____.
- I should quit doing _____ in order to _____.
- I will need to learn how to _____ to accomplish/improve _____.
- The teacher will need to _____ to help me improve _____.
- I need the following resources to help me reach my improvement goal(s).
- I need the other students in the class to _____ to help me accomplish my improvement goal(s).
- In order to evaluate my progress toward my improvement goals, I need to _____.

POWER THINKING



Marzano,
Tactics in
Thinking, 1989





I will be able to . . .

1. explain key points and challenges about inspiring students to have a passion to achieve.
2. describe the “illusion of speed.”
3. be familiar with a variety practices to get, use, and keep student’s attention.