



Professional Learning Day

January 6

Seminole Springs Elementary

Creating Meaningful Learning Experiences

https://players.brightcove.net/268012963001/rJenILPQx_default/index.html?videoid=ref:cwn-fisher-inte-m8cmle-BA01201



Better Learning Through Structured Teaching

Chapter 1

Learning, or Not Learning, in School



Foundational Annotation Skills

- Underline the major points.
- Circle keywords or phrases that are confusing or unknown to you.
- Write *margin notes* restating the author's ideas.

Divide and Learn:

ALL – Read p. 1-4 (stop at *Focused Instruction*)

1s – Read p. 4 – 5 *Focused Instruction*

2s – Read p. 6 - 7 *Guided Instruction*

3s – Read p. 7-8 *Collaborative Learning*

4s – Read p. 10-11 *Independent Learning*

5s - Read p. 11-14 *When Learning Isn't Occurring*

6s - Read p. 14-16 *When the Importance of Gradual Release Became Real for Us*



Major Learnings (from your section)	Major Learnings...
Major Learnings...	Major Learnings...

One major learning I want to remember....



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<https://www.youtube.com/watch?v=H0UqXvYKI3w>

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<https://youtu.be/YaZQl6uovcU>

Does the story of the cell phone remind you of an experience you've had when trying to learn something new?

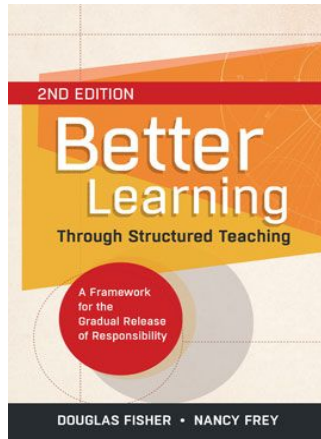


Essential Question

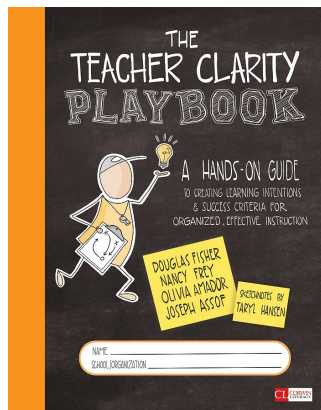
How is Guided Instruction
DIFFERENT from Traditional
Direct Instruction?



Essential Question: How is Guided Instruction DIFFERENT from Traditional Direct Instruction?



39-40, 42 (Figure 3.1)



Module 8, Guided Instruction
Section Only

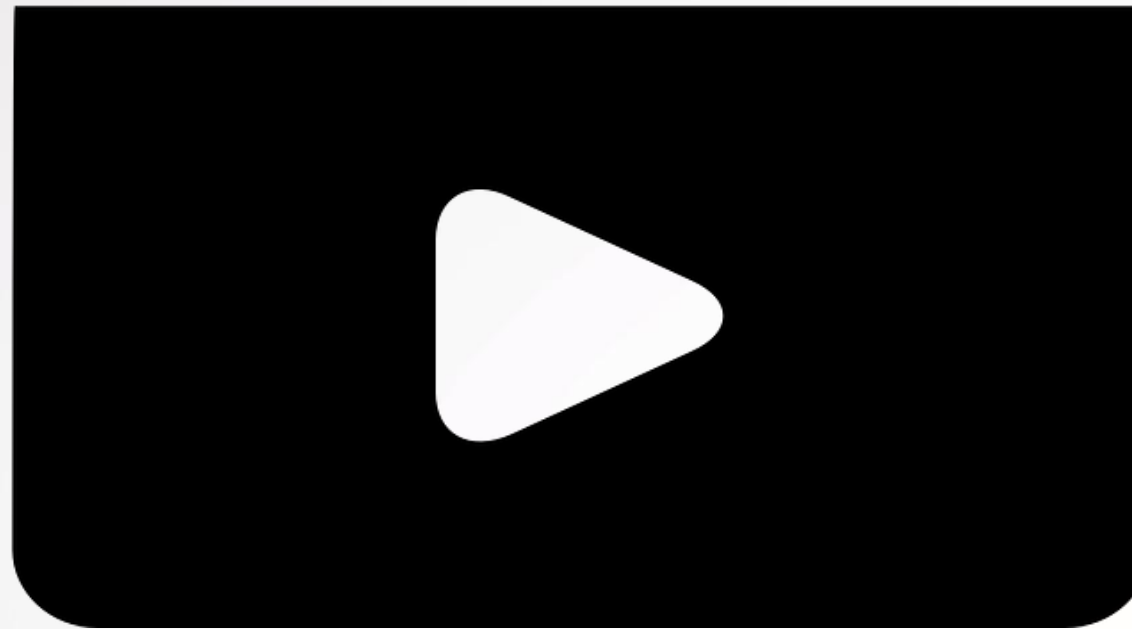


Modeling, Questioning, Prompting, Cueing, and Direct Explanation Instructional Moves

Instructional Move	When is it used?	Teacher Actions	Why it is Used
Modeling	Used when the lesson addresses a cognitive process, such as reading, writing, mathematics and such	Accompanied by spoken language (“I statements”) and designed to provide a narrative for the learner to follow.	Gain a deeper understanding for when to apply a skill or strategy, what to watch for, and how to analyze successful use
Noticing	Used when students are working independently or collaboratively	Observing, listening, and using knowledge of the content, of novice learners and their partial understandings to help formulate questions, prompts, and cues needed to scaffold student learning	To Formatively assess current understanding to inform next instructional move
Questioning	Used to check for understanding, as well as uncover errors and misconceptions	Asking students to elaborate or clarify answers	To help determine how to respond and/or scaffold
Prompting	Used when students have temporarily forgotten to use a known skill or strategy in an unfamiliar situation.	Can be phrased as a question or a statement and is designed to guide students’ thinking	To help the student do the “heavy lifting” of the thinking.
Cueing	Used to shift the learner’s attention More specific and direct than prompts Used when students are struggling	Can be visual, verbal, gestural, or environmental Asking students to take a 2 nd look at a graphic in a text. (visual) “This is important..” “Be sure to...” (verbal) Pointing to an anchor chart. (gestural) Using Algebra tiles or other manipulatives (environmental)	To lift some of the cognitive load from students while still making sure students are taking on some responsibility and doing the work.
Direct Explanations	Used when prompts and cues did not clarify confusion and the teacher needs to provide a direct explanation.	Reestablishes the learning purpose, provides an explanation with modeling and think-alouds, and then asks questions or sets small tasks	To allow students to experience some success



Questioning, Prompting, and Cueing



What does planning for *structured teaching* look like in PLC?

https://players.brightcove.net/268012963001/rJenILPQx_default/index.html?videoId=ref:cwn-fisher-demo-cmlee-BA01202



PLC Process

How can you utilize the PLC process to effectively plan for modeling?



Modeled Thinking:

How will you teach this lesson segment? What modeling will you provide?

Math Journal: (see attached math journal page used for students who need guided notes OR whole class)

Give/ review that definition for a repeating pattern

“I’m going to look at the given pattern. I think the first thing that I want to do in order to help me figure out what part of this is the repeating pattern is to number all of the shapes. I can see that the pattern starts to repeat after trapezoid. At first I thought it was after the square, but I can see the trapezoid is new, so it starts to repeat after the trapezoid. I will draw a line to separate the repeating pattern.” “I am going to note which shape falls in which position to help me answer the question.”

“The shapes in the repeating pattern are square, triangle, square trapezoid. The rule is the same as the shapes in the pattern because this is a shape pattern and not a number pattern.”

“There are 4 shapes in the repeating pattern. I can use division to more efficiently help me find the 26th shape.”

Write the division equation $26 / 4 = \underline{\quad}$, then use partial quotients (talking through partial quotients review) to divide. “I could have also used the inverse operation of multiplication if I knew my 4 facts by thinking about what multiplied by 4 gets me close to 26. I know $4 \times 6 = 24$ and that is as close as I can get without going over. $26 - 24 = 2$. My remainder is 2. So, $26 / 4 = 6 R2$ ”

After using partial quotients notate that the quotient shows “how many times the pattern repeats. The remainder shows which position the 26th shape is in. The 2nd shape in the pattern is a triangle. So, the 26th will also be a triangle.”



Visual Learning Bridge:

Stop video at about 30 sec. to reiterate why we are learning this new strategy instead of drawing or counting ALL the shapes:

“I know that I can draw the rest of the pattern until I get to the 49th shape, but that will take me a long time. It would be more efficient to count the pattern until I get to the 49th shape, but I feel like I could make a mistake easily if I miscount or lose track. I feel like the most efficient way for me to do this because they want such a large number would be to divide.”

40 sec.: The first thing I need to do before I start to divide is to figure out the rule they are giving me. I need to see when the shapes start to repeat in the beginning because this whole thing is not the pattern. (Then Show how)”

Skip Try It

Video Stops at 1:34: “At first I am confused with all the numbers they just told me, but when I think about it, I see that they are showing me multiples to try and explain how to think about using multiples to find the 49th shape. If I count 8, 9, then 10 will be the next triangle. I can see that all of the triangles are not all odd like I originally thought because 10 is not an odd number. Instead I am going to try and use division to help me since the feature I wanted to use is not working.

1:45: Talk about why 1 is always the remainder by modeling division using mental math and multiplication concepts. “This means that when I divide and find a remainder, it can always help me figure out which shape is the 49th.”

2:22: “I don’t need to count to 16 because the quotient is 16. That just shows me how many times the pattern repeats. What I need to focus on is just the remainder. The remainder tells me how many shapes after the pattern the 49th shape falls. I can also think of it as: since the remainder is 1, then the first shape will be the same as the 49th shape. The first shape in the pattern is a triangle.”



Explain that the students will write their opinions about Elizabeth's decision to try to rescue the prince. Tell the students that readers can have different opinions about a character's actions, and that is fine. What is important is that they give reasons to support their opinions. Ask the students to watch as you think aloud and model writing an opinion about Elizabeth's decision.

You might say:

"I'll start with a sentence that explains what I am writing about. I'll write: *In the story The Paper Bag Princess by Robert Munsch, the prince that Elizabeth is supposed to marry gets carried off by a dragon. Elizabeth decides to try to rescue Prince Ronald by going after the dragon and getting the prince back.* Now I'll write a sentence that tells my opinion of Elizabeth's decision to try to rescue the prince. I'll write: *I think that Elizabeth's decision to try to rescue Prince Ronald is heroic.* Now I need to explain my opinion. I'll write: *She risks her life to save someone else's life.*"

Explain that the students will now write their own opinion pieces about Elizabeth's decision. Remind each student to include the title of the book and the author's name, her opinion of Elizabeth's decision, and a reason for that opinion. Give the students a few minutes to write. If time permits, invite the students to share their writing with the class.



3 Model Making Inferences About a Character

Stop the students after 10 minutes. Explain that each student will reread, starting again at the self-stick note, and look for clues in the story or illustrations that reveal the main character's personality. Review that a clue can be something a character does, says, or thinks, or something in an illustration. Explain that the students will mark the clues they find with self-stick notes.

Model the process with your own text (see "[Do Ahead](#)"). Read a brief selection aloud, and think aloud about an inference you can make about the main character in the story and the clues in the passage that helped you make that inference. Mark the passage with a self-stick note.

You might say:

"From the first page of *Ramona the Pest*, I can infer that Ramona is an upbeat character with a lot of energy. One way that I know she is upbeat is that she's so happy about going to school for the first time. A lot of children get nervous and worried before their first day of school, but Ramona is excited! I can tell that Ramona has a lot of energy because she's singing and skipping early in the morning."

Explain that after they reread, the students will have a chance to share what they inferred about characters with their partners and with the class.



Remind the students that when we talk or write about how stories remind us of our own lives, we are *making connections* to the stories. Review that making connections to stories helps us enjoy and remember them. Ask the students to watch as you think aloud and model drawing and writing about how the story *Brave Bear* reminds you of your life.

You might say:

"One day I was walking home from school and I found a cat wandering in the street. He had a collar on, so I picked him up and took him home. When I got home I called the phone number on his collar, and his owner was so happy that he was OK. I'll draw a picture of me giving the cat back to his owner. I'll write: *In the book Brave Bear, the bear helped the bird back to the nest. Just like the bear, I helped an animal find its home. I helped a lost cat get back to his owner.*"

Have the students draw and write about how *Brave Bear* reminds them of their own lives. Remind the students to include the title of the book in their writing. If time permits, invite the students to share their writing and illustrations with the class.



You might say:

“I’ll describe what I drew and which parts of the poem helped me draw my picture. I’ll write: *I drew a baby lying in a crib. I made his skin brown because the poem says ‘His skin is soft and velvet brown.’ I gave him black curls because the poem says ‘His hair is black and curled up tight.’ I show him laughing because the last line of the poem is ‘And when he laughs, his dimple shows.’* There are also some things in my drawing that aren’t described in the poem. I want to explain why I included those things. I’ll write: *The poem doesn’t say where the baby is, but I drew him in a crib reaching up to touch a hanging toy because I wanted to show that he is safe and enjoying himself. I imagined him in red pajamas, so that’s how I drew him.*”



Share your thoughts



Grade Level Task

- Meet in your Grade Level Teams and look at each teacher's Quarter 2 Grades
- Discuss variations
- Determine Quarter 3 Grades – try to be as consistent as possible
 - Consider already determining “naming conventions” for entering in to Skyward

