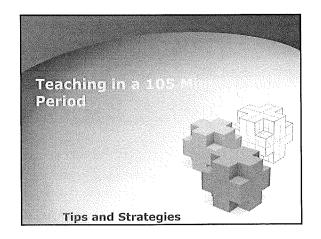
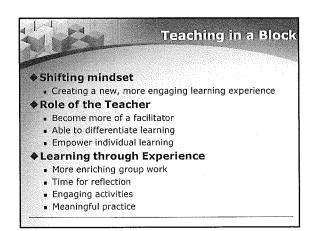
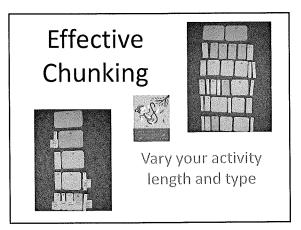
Presentation

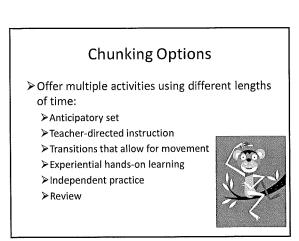
- 1- Intro Kelly
- 2- Teaching in a block -Kelly
- 3- Effective chunking Don
- 4- Chunking options Don
- 5- Stamina Don
- 6- Can't fly by the seat of your pants Cynthia
- 7- Examples mapping over all unit Cynthia
- 8- Weekly Cynthia
- 9- Daily Cynthia
- 10- Prepare for extra time Sara
- 11- The collaborative Classroom Chris
- 12- The collaborative classroom Chris
- 13- Creating teams Chris
- 14- Group structures Chris
- 15- Cooperative learning Chris
- 16- Reflections Kelly
- 17- Peer Collaboration Mandi

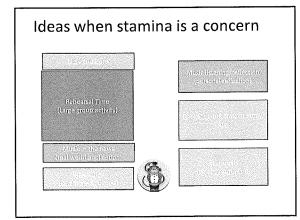
Sara – show toolbox and links on the portal







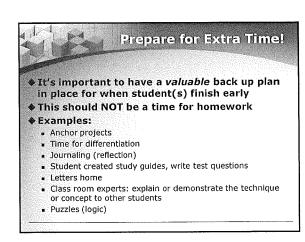


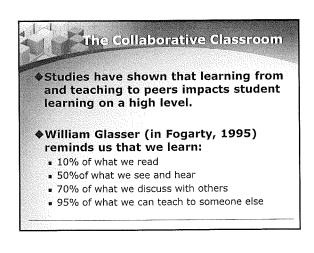


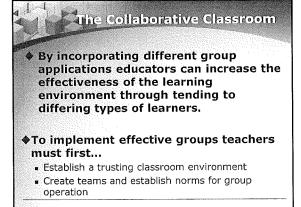
Can't Fly by the Seat of Your Pants! Plan before the unit begins Incorporate critical content and power standards for the content area, and see how it applies to other contents Overall purpose of the unit How does this relate to their real world? Assessments are already in place No surprises to either you or the students Elfe happens! Be flexible in your planning Know where you're going, stay focused on the unit goal Three Outlooks Overall Unit Weekly goals/breakdown Daily flexibility

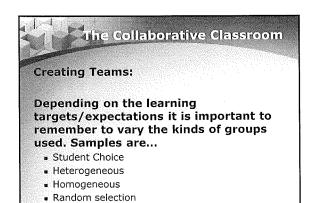
endence identific	d, sultan becomb	e eliste brox optre	te trender?	ed understandings, eth	er unit geols, and b	on assessment
Part III. Controll the standards, and list those that can be edifferent in the sold. Student roll record in terror: Students will resid to be able to do. Assument to show what student know and are able to do, at even exist.						
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isn's the Learner	Stranges Assessert		T. V.			
Óbjectives		1			1	
Enighted the Leather	Strategies Assessment					
Engage the learner	i -	.				
	Ameisment:		1			
Extend the Learner	Stretegier: Assessment:					
	Assessment					

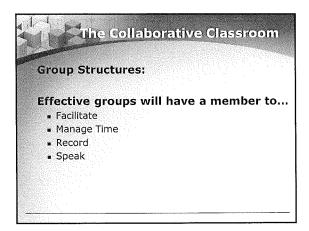
		One-Day Lesson	ı Plan Template
Connect the st	andards and list this	se that can be addressed in the or	n-t.
niserstansin; What What	ps? will students need to will students be able	what twishing and learning exper a know or understand as a result of a to do ar a result of this leason? we what students know and are at	
Step	Time	Stratepics	Assessment
Exitathe	Suggested time: 10-15 mirutes	1	
Objectives	Juggested Ema: 1–5 minutes		
Enlighten the Learner	Suggested time: 15-20 minutes		
Endane the Leaguer	Suggested time: 20-30 minutes	1	
Extend the Learner	Suggested time: 20-25 minutes	1	44.
igure 1.6			

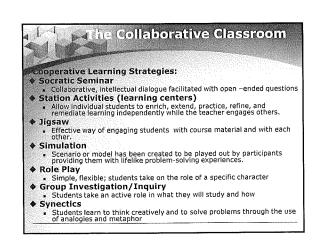


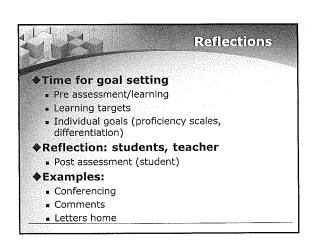












Peer Collaboration It will be essential to work with team teachers to plan out units with a variety of activities and strategies(anchor projects, strategies, etc.), as well as blocking time. This will be very helpful as a source of reflection of what did and did not work in use of the block time in previous unit. Think outside the box: utilize space in the building that is open for activities (foods/arts collaboration), join classes together for common assessments/films for planning time (Orlia and Floyd)

Redmond	Junior	High	School

This List: Shared Documents

	100
•	12

Redmond Junior High School > Shared Documents > Tool Box - Instructional Strategies for teaching in a time

Shared Documents

Share	a document with the team by adding it to this document library.		
New	▼ Upload ▼ Actions ▼		View: All Documents
Туре	Name	Modified	() Modified By
	LA SS	4/10/2012 9:50 AM	Hall, Sara
	Languages	4/10/2012 9:51 AM	Hall, Sara
	Math	4/10/2012 9:50 AM	Hall, Sara
	Music	4/10/2012 9:51 AM	Hall, Sara
	Online resources	4/16/2012 11:33 AM	Hall, Sara
	Other Electives	4/10/2012 9:52 AM	Hall, Sara
	PE	4/10/2012 9:51 AM	Hall, Sara
	Science	4/10/2012 9:50 AM	Hall, Sara
	105 minute period	4/18/2012 1:01 PM	Hall, Sara
	Block period lesson framework Mt Baker MS	4/10/2012 10:15 AM	Hall, Sara
	Books on block planning	4/10/2012 10:16 AM	Hall, Sara
四)	MSP Proctor Training RJH 2012	4/19/2012 7:48 AM	Aguilar, Robert