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Sara – show toolbox and links on the portal

## Teaching in a 105 Minute Period

Tips and Strategies

## Teaching in a Block

- ◆ **Shifting mindset**
  - Creating a new, more engaging learning experience
- ◆ **Role of the Teacher**
  - Become more of a facilitator
  - Able to differentiate learning
  - Empower individual learning
- ◆ **Learning through Experience**
  - More enriching group work
  - Time for reflection
  - Engaging activities
  - Meaningful practice

## Effective Chunking

Vary your activity length and type

## Chunking Options

- Offer multiple activities using different lengths of time:
  - Anticipatory set
  - Teacher-directed instruction
  - Transitions that allow for movement
  - Experiential hands-on learning
  - Independent practice
  - Review

## Ideas when stamina is a concern

## 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
- Life 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

### Examples of Mapping The Overall Unit

Curriculum Map For _____							
Unit	Essential Questions	Content	Skills	Standards	Assessments	Suggested Activities	Materials/Resources

**Figure 1.3**

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### Weekly Lesson Plan Template

**Part I. Identify desired results:** What essential questions and concepts will the 21st-century student understand as a result of this unit?

**Part II. Plan learning experiences and instruction:** Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

**Part III. Consult the standards, and list those that can be addressed in the unit.**

Students will need to know:  
Students will need to be able to do:  
Assessment to show what students know and are able to do at intervals will:

		Monday	Tuesday	Wednesday	Thursday	Friday
Learn the Lesson:	Strategies:					
	Assessment:					
Objectives:						
Engage the Learner:	Strategies:					
	Assessment:					
Extend the Lesson:	Strategies:					
	Assessment:					

**Figure 1.7**

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### One-Day Lesson Plan Template

Consult the standards and list those that can be addressed in the unit.

As you plan your lessons, consider what teaching and learning experiences will equip students to demonstrate the targeted understanding?

What will students need to know or understand as a result of this lesson?

What will students be able to do as a result of this lesson?

What assessments will show what students know and are able to do?

Topic: \_\_\_\_\_

Step	Time	Strategies	Assessment
Engage the Learner	Suggested time: 10-15 minutes		
Objectives	Suggested time: 1-5 minutes		
Enlighten the Learner	Suggested time: 15-20 minutes		
Extend the Lesson	Suggested time: 20-30 minutes		
Extend the Lesson	Suggested time: 20-25 minutes		

**Figure 1.6**

### Prepare for Extra Time!

- ◆ It's important to have a **valuable** back up plan in place for when student(s) finish early
- ◆ This should **NOT** be a time for homework
- ◆ **Examples:**
  - Anchor projects
  - Time for differentiation
  - Journaling (reflection)
  - Student created study guides, write test questions
  - Letters home
  - Class room experts: explain or demonstrate the technique or concept to other students
  - Puzzles (logic)

### The Collaborative Classroom

- ◆ Studies have shown that learning from and teaching to peers impacts student learning on a high level.
- ◆ William Glasser (in Fogarty, 1995) reminds us that we learn:
  - 10% of what we read
  - 50% of what we see and hear
  - 70% of what we discuss with others
  - 95% of what we can teach to someone else

### The Collaborative Classroom

- ◆ By incorporating different group applications educators can increase the effectiveness of the learning environment through tending to differing types of learners.
- ◆ To implement effective groups teachers must first...
  - Establish a trusting classroom environment
  - Create teams and establish norms for group operation

### The Collaborative Classroom

**Creating Teams:**

**Depending on the learning targets/expectations it is important to remember to vary the kinds of groups used. Samples are...**

- Student Choice
- Heterogeneous
- Homogeneous
- Random selection

### The Collaborative Classroom

**Group Structures:**

**Effective groups will have a member to...**

- Facilitate
- Manage Time
- Record
- Speak

### The Collaborative Classroom

**Cooperative Learning Strategies:**

- ◆ **Socratic Seminar**
  - Collaborative, intellectual dialogue facilitated with open -ended questions
- ◆ **Station Activities (learning centers)**
  - Allow individual students to enrich, extend, practice, refine, and remediate learning independently while the teacher engages others.
- ◆ **Jigsaw**
  - Effective way of engaging students with course material and with each other.
- ◆ **Simulation**
  - Scenario or model has been created to be played out by participants providing them with lifelike problem-solving experiences.
- ◆ **Role Play**
  - Simple, flexible; students take on the role of a specific character
- ◆ **Group Investigation/Inquiry**
  - Students take an active role in what they will study and how
- ◆ **Synectics**
  - Students learn to think creatively and to solve problems through the use of analogies and metaphor

### Reflections

- ◆ **Time for goal setting**
  - Pre assessment/learning
  - Learning targets
  - Individual goals (proficiency scales, differentiation)
- ◆ **Reflection: students, teacher**
  - Post assessment (student)
- ◆ **Examples:**
  - Conferencing
  - Comments
  - Letters home

### 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

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

## Shared Documents

Share a document with the team by adding it to this document library.

New ▾ Upload ▾ Actions ▾			View: <b>All Documents</b>
Type	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
	MSP Proctor Training RJH 2012	4/19/2012 7:48 AM	Aguilar, Robert