

GO TOs

Core Values (TIU3)

Dedication

Growth

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

Styl

e:

ex.

Styl

e:

ex.

Styl

e:

ex.

Activate the Brain – The R's (TIU7)

1 <input type="text" value="Relationships"/>	4 <input type="text" value="Retrieval"/>	7 <input type="text" value="Re-exposing"/>
2 <input type="text" value="Rigor"/>	5 <input type="text" value="Routing"/>	8 <input type="text" value="Rehearsing"/>
3 <input type="text" value="Relevance"/>	6 <input type="text" value="Retaining"/>	9 <input type="text" value="Reflection"/>

Teach the Vocabulary (SS1)

1 <input type="text" value="Frayer Model"/>	3 <input type="text" value="Written & Oral"/>
2 <input type="text" value="Word Walls & Games"/>	4 <input type="text" value="Before reading & Repetition"/>

Strategies for Differentiation (SS2)

1	Always have backup lesson	3	Utilize videos
2	Choreography in groups	4	Daily discussions for feedback and reflection

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

	Example	Example
Cooperative	Think-Pair-Share	Four Corners
Graphic	Anchor Chart	Fishbone
Advanced	Expository, Ven Diagram	KWL Chart, Connect 4 Thinking
Similarities /	Compare and contrast	Ven diagram, pros and cons
Summarizing &	Cornell notes	20 words or less, Who, what, when, where, why, how
Cues &	Remember this word, it will be important later	Start thinking about how this character feels

Blooms Verbs (SS8 and SS9)

Create

APPS:

Produce new or original work (create, develop, compose, revise, prepare)

Google Drive, Audio Memos, Animoto

Evaluate

APPS: Edmodo, Padlet

Justify a stand or decision (critique, assess, judge, support, explain)

Analyze

Draw connections among ideas (compare, contrast, apply, manipulate,

APPS: Google Sheets, Airtable, InstaGrok

Apply

Use information in new situations (demonstrate, manipulate, interpret, practice, show)

APPS: Google Docs, PIXLR, Explain Everything, Haiku Deck

Comprehension

Explain ideas or assumptions (describe, express, examples, review, distinguish)

APPS: VoiceThread, Trello, Diigo, Screencast-O-Matic, Quizstar

Remember

Recall facts and basic concepts (memorize, name, order, repeat, reproduce)

APPS: Quizlet, Evernote, Popplet

Four Questions to redirect behavior (CBM5)

1.	Do you remember the rules and expectations contract we signed at the beginning of this year?
2.	What is our rule about wearing jeans in our dance class?
3.	What should you be doing right now?
4.	Where should you be standing?

Modifications and Accommodations (E6)

<p style="text-align: center;"><u>Quantity</u></p> <p>Definition</p> <p>Adapt the number of items that the learner is expected to learn or the number of activities students will complete prior to assessment for mastery.</p> <p>Example: teach less steps in one day</p>	<p style="text-align: center;"><u>Time</u></p> <p>Definition</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p>Example: split the learning of steps/routine into multiple days</p>	<p style="text-align: center;"><u>Level of Support</u></p> <p>Definition</p> <p>Increase the amount of personal assistance to keep the student on task, to reinforce or prompt the use of specific skills. Enhance adult-student relationships; use physical space and environmental structure.</p> <p>Example: give individual critiques and feedback more frequently</p>
<p style="text-align: center;"><u>Input</u></p> <p>Definition</p> <p>Adapt the way instruction is delivered to the learner.</p> <p>Example: breaking movements down, teaching slowly then up to speed</p>	<p style="text-align: center;"><u>Difficulty</u></p> <p>Definition</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p>Example: changing a triple to a double etc., using double counts instead of single</p>	<p style="text-align: center;"><u>Output</u></p> <p>Definition</p> <p>Adapt how the student can respond to instruction.</p> <p>Example: allow students to reflect verbally at the end of the day, answer verbally</p>
<p style="text-align: center;"><u>Participation</u></p> <p>Definition</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p>Example: students will take turns teaching, polishing, and choreographing</p>	<p><u>Notes:</u></p>	

Suggestions for working with Students in Poverty (E12)

1.	If you require certain supplies, provide options for them to come to you privately for assistance if they need	4.	Be approachable
2.	Provide extra supplies for students to borrow	5.	Have conferences to check in on students
3.	Hold every student to the same expectations	6.	Allow as much access to resources, technology, and help that you can

Reading Strategies to Strengthen Literacy Skills (R8)

	Strategy	When / how to use	Define it
1.	Anticipation Guide	Before reading to spark prior knowledge	A comprehension strategy to spark prior knowledge and curiosity
2.	Shared Reading	Before, during, after	Interactive experience when students join in or share, supported by teacher
3.	Word Walls	Before, during, after	Collection of words displayed

Making content comprehensible for ELL students (R9) Write at least 3 strategies / techniques

1. Prepare the lesson
 - highlight key vocab. & phrases
 - study guide
 - create outline for taking notes
2. Build background
 - Contextualizing key vocab.
 - content word wall, displaying key vocab. That will be used often
 - picking out words and phrases unknown to individuals for discussion
3. Make verbal communication understandable
 - demonstrate often
 - utilize groups often and allow for ample practice
 - doing and discussing with peers and small
4. Learning strategies (this one should be easy!)
 - create on their own or in groups
 - having partner or group discussions
 - incorporating videos
5. Opportunities for interaction
 - go beyond “yes” and “no” questions
 - think, pair, share, and journals
 - groupings by abilities and proficiencies
6. Practice and application
 - groups for peers
 - playing jeopardy bingo
 - create and perform
7. Lesson delivery
 - oral and written for students to reflect
 - Allowing plenty of time
 - Allowing plenty of student involvement; pairs, individual creativity
8. Review and assess
 - reviewing by doing in pairs or groups; also utilizing videos
 - provide constructive feedback
 - group discussions and responses on unit