

**ROCHESTER**  
**INSTRUCTIONAL**  
**FRAMEWORK**  
**&**  
**RESOURCE**  
**GUIDE**

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## **Foreword**

The Rochester Instructional Framework is a professional development tool designed to support effective teaching and learning. It is characterized by its workshop format which is research and standards-based, and used as a guide as educators plan and implement their instructional programs. If a school is utilizing a Comprehensive School Reform model, the Rochester Instructional Framework is not an addition to that model.

# **ROCHESTER INSTRUCTIONAL FRAMEWORK**

# **Rochester Instructional Framework**

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## **The Rochester Instructional Framework**

The Rochester Instructional Framework for instructional delivery is a standards-based approach modeled after the workshop format. The workshop format provides students with a supportive environment that involves authentic learning experiences that focus on the strengths and needs of each student. By modeling best practices and providing students an opportunity to be learners, teachers are able to provide authentic learning experiences for all students. The work of educational psychologist Lev Vygotsky supports the workshop model. Vygotsky states that a “zone of proximal development” is the area between what we can do and what we cannot do and is where we learn best. Our learning zones are ever changing. What we can do only with assistance today, we can do alone tomorrow. “The workshop model allows a teacher to work with 28 students who have different zones. She can provide materials appropriate to meet the needs of each learner in the class. She can offer tasks that meet all students where they are. Workshop is inherently decentralize, personal, and individualized - placing the teacher into the mentoring role Vygotsky prescribes.” (Rethinking High School by Harvey, Bizar, Zemelman).

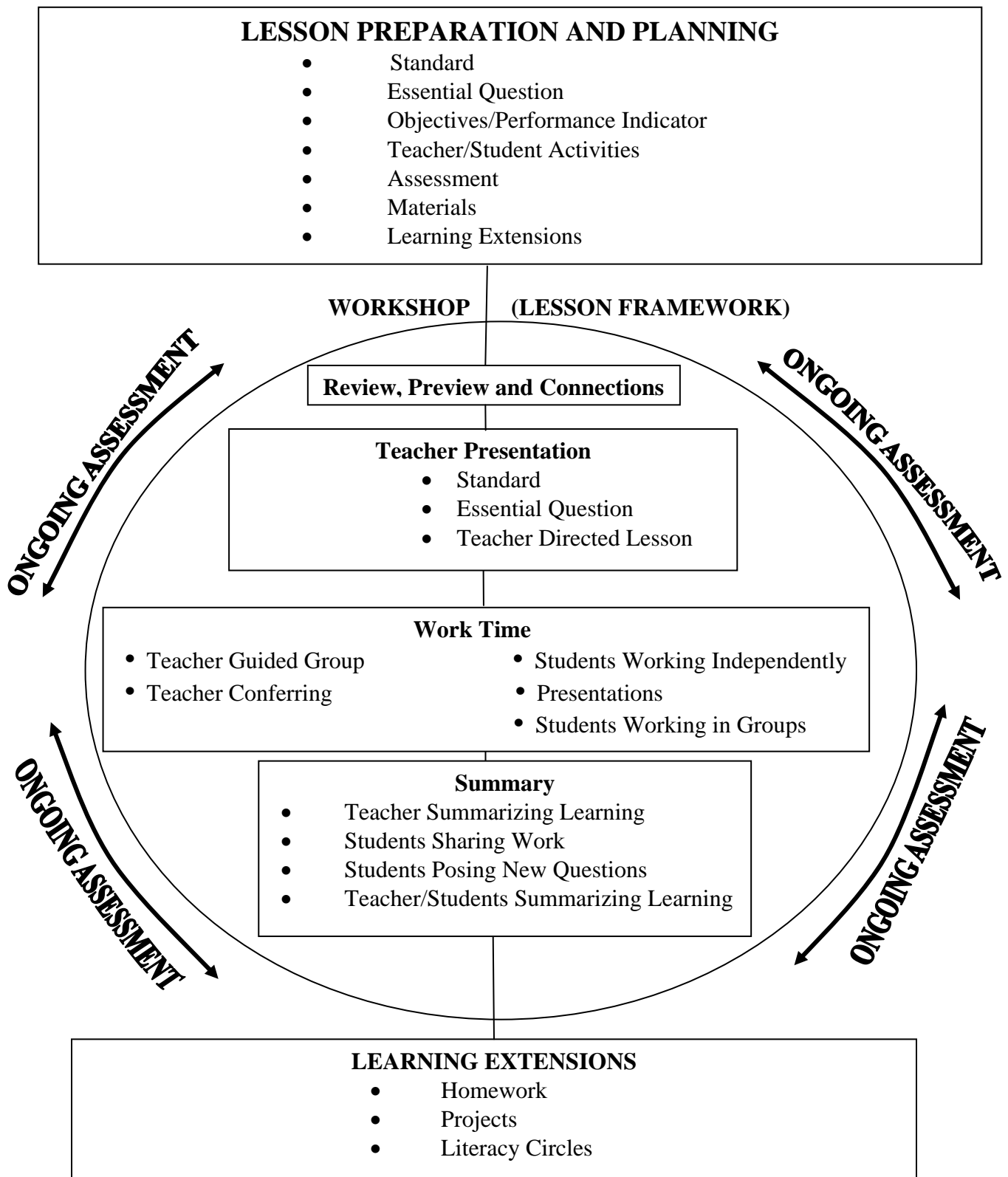
Recent works by educational experts support the workshop model as an effective delivery mode. Lucy Calkins in her books, The Teaching of Writing (1999) and The Art of Teaching Reading (2001) focuses on the workshop model as a means to give students meaningful literary experiences so that they can “compose richly literate lives.” She says that it is essential for students to have extended periods for reading and writing in an environment rich in sets of literature and multi-grade level books. Nancy Atwell’s book, In the Middle (1999), helps the reader to understand the necessity for extended reading and writing periods for middle school students to model the lifestyle of literate adults. Richard Allington (2002) of the International Reading Association states that the only way to improve reading and writing achievements of struggling readers is to increase actual reading and writing activity, to select appropriate literature test and tasks, and to enhance useful strategy instruction. Mathematics experts such as Marilyn Burns (2000), reference to the workshop format in About Teaching Mathematics as best practice for teaching mathematics. Jan Mokros, Susan Jo Russell and Karen Economopoulos (1995) describe a math session as one comprised of the three

components of a workshop format. Harvey Daniels, Marily Bizar and Steven Zemelman (2001) state that “the workshop model has been especially helpful in meeting the needs of the increasing diverse, heterogeneous, or untracked high school classrooms, where teaching to the middle of the class will no longer suffice.”

It is the expectation that the workshop model will be implemented across not agreed to all content areas to create a common focus on best practices. The workshop framework guides the teacher in the use of standards, curriculum and assessment to meet the needs of all students. The teacher presentations are crafted, based upon the analysis of student work and other assessments to present direct teaching in areas of common need to the whole group. The work period is designated time for students to practice the mini-lesson skill or strategy and for the reader to provide differentiated instruction to students in individual conferences or small group settings. The closing allows for students to share the implementation of the opening strategy in their work and for the teacher or students to validate learning based on the opening.

The workshop model enables teachers to meet the diverse needs of all students. Individual attention to students’ interests and learning styles can be managed easily within the context of a workshop. “Because the essence of a workshop is individual growth, students of varying abilities are able to all learn and operate in the “zone” where each learner learns best.” (Daniels, Bizar and Zemelman 2001.) This model allows for the development of an environment that is conducive to student learning and supported by research-based practices.

# THE ROCHESTER INSTRUCTIONAL FRAMEWORK



**\*see pages 14-15 for  
narrative explanation**



# Rochester Plan for Essential Classroom Elements

## Roles and Responsibilities

Teacher Behavior	Student Behavior
<p><b>1) Appropriate Classroom Environment</b></p> <ul style="list-style-type: none"> <li>○ Establishes rituals and routines</li> <li>○ Posts standards and key ideas</li> <li>○ Displays student work which reflects standard-based instruction</li> <li>○ Posts a word wall and silent teachers</li> <li>○ Sets high expectations for behavior</li> <li>○ Is consistent, fair, and nurturing</li> <li>○ Provides targeted feedback focusing on specific needs</li> <li>○ Promotes a student-centered environment</li> </ul>	<p><b>1) Appropriate Classroom Environment</b></p> <ul style="list-style-type: none"> <li>○ Understands classroom rituals and routines</li> <li>○ Understands how standards align to Essential Question(s)</li> <li>○ Recognizes and accepts accountability for learning</li> <li>○ Engages appropriately in the learning environment</li> <li>○ Feels nurtured to take risks, ask questions and demonstrate solutions</li> <li>○ Uses feedback to enhance learning</li> <li>Engages actively in acquiring knowledge</li> </ul>
<p><b>2) Critical Thinking Skills</b></p> <ul style="list-style-type: none"> <li>○ Provides opportunities for students to construct meaning</li> <li>○ Designs lessons around Essential Questions based on standards</li> <li>○ Uses effective questioning techniques</li> <li>○ Encourages accountable talk</li> <li>○ Uses assessments to plan and monitor instruction</li> </ul>	<p><b>2) Critical Thinking Skills</b></p> <ul style="list-style-type: none"> <li>○ Engages in higher order thinking skills (HOTS)</li> <li>○ Synthesizes information to answer the Essential Question</li> <li>○ Inquires and preservers</li> <li>○ Uses content language</li> <li>○ Uses assessments to monitor progress towards meeting the standards</li> </ul>
<p><b>3) Student Participation and Interaction</b></p> <ul style="list-style-type: none"> <li>○ Encourages student participation</li> <li>○ Uses technology and learning tools</li> <li>○ Uses flexible student groupings that support student needs</li> <li>○ Assesses continuously students and self</li> <li>○ Communicates effectively with students, colleagues, and parents</li> </ul>	<p><b>3) Student Participation and Interaction</b></p> <ul style="list-style-type: none"> <li>○ Engages appropriately in the lesson</li> <li>○ Shares ideas with others</li> <li>○ Uses technology and learning tools</li> <li>○ Works cooperatively as a member of a group</li> <li>○ Uses feedback to enhance learning</li> <li>○ Updates and shares student program and progress with parents</li> </ul>

# Rochester Plan for Essential Classroom Elements

## Roles and Responsibilities – (continued)

<p><b>4) Exemplary Practices in Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>○ Develops instruction derived from the standards and district curriculum</li> <li>○ Employs a variety of research-based strategies</li> <li>○ Uses multi-sensory media to engage</li> <li>○ Displays standards-based student work as models</li> <li>○ Analyzes ongoing formal and informal assessments and uses data to drive instruction</li> </ul>	<p><b>4) Exemplary Practices in Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>○ Engages in standards-based learning</li> <li>○ Engages in all activities</li> <li>○ Participates in visual, auditory and kinesthetic learning opportunities</li> <li>○ Uses models to guide learning and celebrate achievement</li> <li>○ Utilizes teacher feedback to meet the criteria of the standards</li> </ul>
<p><b>5) Professionalism</b></p> <ul style="list-style-type: none"> <li>○ Models respect and high expectations</li> <li>○ Promotes the qualities of the school's character education program</li> <li>○ Promotes school policies and rules</li> <li>○ Engages in and promotes individual and collaborative professional growth and development</li> </ul>	<p><b>5) Professionalism</b></p> <ul style="list-style-type: none"> <li>○ Demonstrates respect for the learning of self and others and strives to meet high expectations</li> <li>○ Incorporates leadership qualities in the decision-making process and interaction with others</li> <li>○ Follows established rules and policies</li> <li>○ Extends learning beyond the classroom</li> </ul>
<p style="text-align: center;"><b>Administrative Behaviors</b></p> <ul style="list-style-type: none"> <li>○ Understands and supports the Rochester Instructional Framework</li> <li>○ Shares expectations with staff</li> <li>○ Supports implementation of the Rochester Instructional Framework</li> <li>○ Monitors implementation on a regular basis</li> <li>○ Makes frequent classroom visits</li> <li>○ Provides regular feedback</li> <li>○ Provides opportunities for peer observation</li> <li>○ Provides funding for materials that support instruction</li> <li>○ Provides regular professional development</li> <li>○ Encourages a professional learning community climate</li> <li>○ Collaborates with teachers, leadership team, building committee, school-based planning team</li> <li>○ Follows established observation process</li> </ul>	

**LESSON**

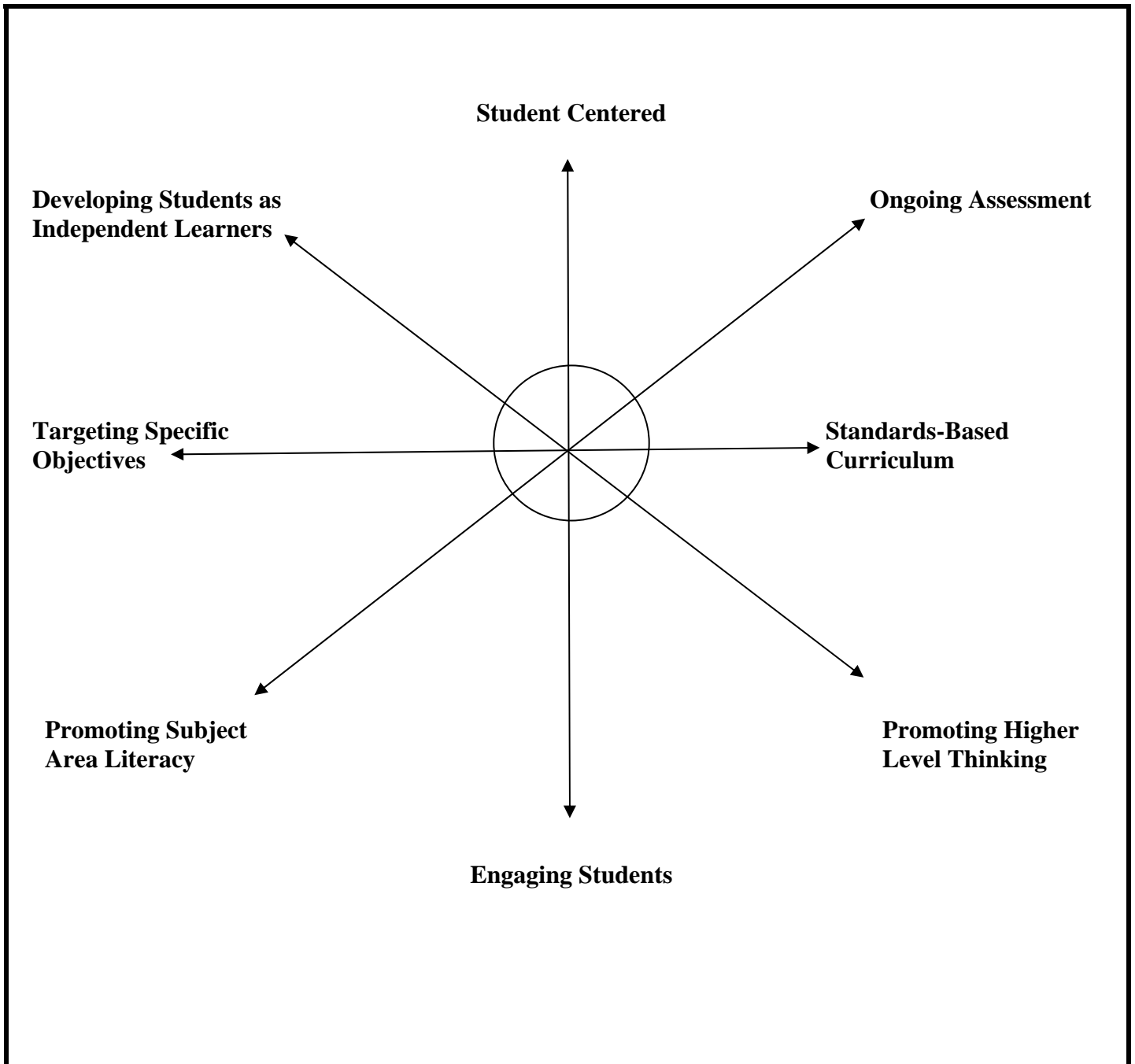
**PREPARATION**

**and**

**PLANNING**

# Rochester Instructional Framework

## **ELEMENTS of an EFFECTIVE LESSON PLAN**



# Rochester Instructional Framework

## Components of an Effective Instructional Plan

### Lesson Preparation and Planning

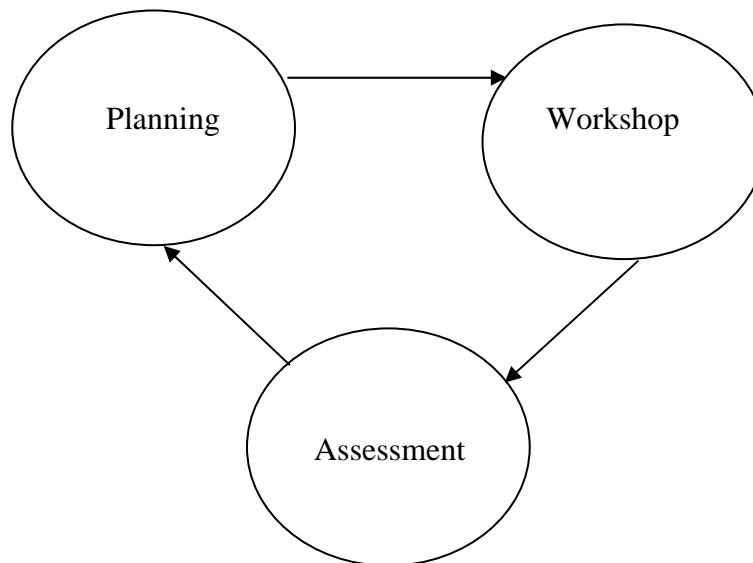
#### *Considerations*

Lessons should be derived from state and national **standards**. Teachers must keep in mind the demands of the RCSD curriculum as well as the needs of their students. Teachers need to consider linking previously learned material with new concepts, knowledge and skills. The intent is to focus and develop independent student learners.

Based on the standard, the teacher develops **objectives** and **Essential Questions** for the lesson. The Essential Question is posted and posed to the students throughout the lesson. The lesson should provide students with opportunities to make sense of what has been presented using a variety of approaches.

It is important to note that **assessment** takes place every time a student reads, writes, or speaks. It is both formal and informal (multi-dimensional). Assessment should guide the formation of the lesson as well as be an integral component of the lesson. The culminating assessment should be decided upon during the planning stage in order to guide instruction in preparing students to be successful in completing the assessment.

The teacher should also consider **learning extensions** of the lesson, including homework, projects, literacy centers, etc. Once the lesson is planned, the teacher should list the **materials** needed for the lesson.



## **The Workshop Format (Lesson Framework)**

### **Review, Preview and Connections**

The Review, Preview and Connections are the transitions into the Workshop. Teachers might review material or provide an activity that leads into the Teacher Presentation. At this time teachers may assess whether the students are ready for the Teacher Presentation and Work Time.

### **Teacher Presentation**

The Teacher Presentation in the whole-group gathering brings form and unity to the workshop. This is a brief opportunity to focus on a concise concept, idea, skill or strategy that advances student learning. It must engage students and prepare them for success during the Work Time. At the beginning of the Teacher Presentation, the Standard and Essential Questions should be posed directly to the students and referred to throughout the presentation. The Teacher Presentation can take many forms. Some examples are as follows...

- Direct presentation
- Continuation of an initial direct teacher presentation
- Model/demonstrate
- Re-teach
- Review
- Role-play
- Demonstration of student work presented by student(s)
- Brief multi-media presentation
- Read Aloud (short excerpt) that supports, enlightens, demonstrates or enhances concept being taught in teacher presentation
- Explicit teaching of a new concept in step by step increments until the completion of the task (may take several days)
- Brief reminders

### **Work Time**

A significant portion of the workshop is allocated for Work Time. This is an opportunity for students to make sense of and apply the information addressed in the Teacher Presentation. Students should regularly work independently, in pairs, small groups, at different stations, to promote appropriate discussions. Discussions should be student to student as well as student to teacher.

The teacher is keeping students on task, encouraging students, clarifying student misconceptions. In addition, the teacher provides specific feedback by conferring with groups or individuals, circulating the room, and continuously assessing student progress.

## **Summary**

The Summary extends the focus of the Teacher Presentation and Work Time and brings the Workshop to closure. This time is used to share and reflect further about the way students have incorporated the objectives of the Teacher Presentation. During the Summary, the teacher gathers evidence and assesses the level of student understanding of the Essential Question. The Summary may include time for the teacher to determine student progress and readiness for the next lesson.

## **Learning Extensions**

Students should have the opportunity to further develop their understanding of the objectives of the Teacher Presentation beyond the Workshop time. Activities relevant to the Teacher Presentation such as projects, research, or homework will help the students to extend their learning, and begin making connections to other disciplines.

**\* Components of the Workshop format may extend over more than one class period.**

# **ASSESSMENT**



## Using Assessment to Inform Teaching

Assessment has a number of general purposes, moving from the kind of informal assessment that occurs in the classroom every day to the more formal reporting system that is required in the school arena:

- Continually informing teaching decisions
- Systematically assessing the child's strengths and knowledge
- Finding out what the child can do, both independently and with teacher support
- Documenting progress for parents and students
- Summarizing achievement and learning over a given period – six weeks, a year, or longer
- Reporting to administrators, school board, and various stakeholders in the community

Assessment begins with what students know. The evidence for what they know is in what they can do. For the teacher, assessment is an essential daily activity. The primary purpose of assessment is to gather data to drive informed teaching. If assessment does not result in improved teaching then its value in school diminishes greatly. Assessment allows us to see the results of our teaching and allows us to make valid judgments about students' achievement.

Assessment is research. As teachers we have theories about learning and teaching that we refine and revise every day in our work with students. Our theories are incomplete in that we are continually testing them against our observations of and interactions with individual students. Every child adds to learning and enriches the theory. This theory is the base for our moment-to-moment decisions. As we experience more and learn more from teaching, our repertoires expand and the base is strengthened.

All of us have internal systems or set of understanding that allow us to make decisions “on the run.” Some of our instructional decisions seem automatic and we may not even be consciously aware of the process. We just know what to do because we have built our repertoire of responses over time and connected it with our observations and interpretations of behavior.

Yet we have to look closely at the strengths particular students bring to their learning. There are many surprises in teaching; there is always some response we did not predict. Children make us revise our theories. Being a teacher is like being a scientist: we are obligated not to hold theory as static and unchangeable – a model into which all children must fit – when there is evidence to the contrary. One of the most important purposes of an assessment system, then, is helping us continually build theory that is the foundation of our instructional decisions.

Assessment has several essential attributes:

- It uses accessible information, most of which can be collected as an integral part of teaching. Assessment must be practical, usable and woven into daily practice. Of course, teachers may do some initial assessment of children and may have regular, focused assessment periods; however, the most powerful kind of documentation is that collected as a daily routine.
- It includes observations that will provide a continually updated profile of the child's current ways of responding. The teacher needs to be on the same track by using observations of how the child is working with texts. This will provide the teacher with necessary information. Sometimes we think about assessment as a series of tests (i.e. “unit tests” provided by basal systems and/or standardized test) that are a regular part of the district's reporting procedures. Observation that focuses on student's behavior can provide more valuable information.

- It provides reliable information about the progress of students. Assessments are used to build a data base on individuals to allow a teacher to ascertain the results of teaching.
- It provides valid information about what children know and can do. Assessment approaches must be as close as possible to the task being assessed. Children learn to read by reading; we must assess their reading progress by observing their reading.
- It is multi-dimensional. A multi-dimensional system provides the best chance to collect reliable and valid information of student's progress. The system should include both formal and informal measures; for example, a teacher might combine anecdotal records, lists of books read, running records taken every two or three weeks, a writing sample and a criterion-referenced standardized test. A multi-dimensional system also allows the teacher to look across curriculum areas to find and use valuable information. For example, the assessment of a child's growth in writing can provide valuable information for helping him learn to read and vice versa.
- It provides feedback to improve the instructional program and the curriculum. This means looking at the combined results of assessment of student progress in a way that leads to improved instruction. First, a teacher works with an individual child to assess individual progress. Behavioral evidence, as Clay (1999) has said, "Might cause a teacher to question her own assumptions and check them thoughtfully against what her children are actually doing, and to hold a watchful brief for when the child's processing behavior requires her to change her approach." This questioning and reflective process can occur whatever the teacher's philosophy or instructional approach, because children's responses rather than a prescriptive model direct the teaching. Secondly, assessment takes place at the classroom level. In midyear, a teacher might assess all children using the DRA or a randomly selected sample of children on one or two similar measures. Or she might simply take a look at the last two weeks' collected observations in order to make some decisions about her program. If children are reading every day and yet there is little progress in the level of text they can read, something might be wrong with the way texts are selected for students in the group or stronger teaching with more explicit demonstrations might be required. Finally, assessment takes place at the school level. The primary team could, for example, conduct a study of their results, using the information to make decisions about further training they might need, materials they want to purchase, or new instructional emphasis for the next year.
- It identifies and directs steps to meet the needs of students who do not achieve despite excellent classroom instruction. Assessment is critical in identifying students who are not benefiting from the classroom program. Since intervention will be necessary for these students, assessment must occur early and be ongoing, so that no student moves on through the system without the level of support he needs to succeed.
- It involves children and parents in the process. Assessment is most powerful as a learning experience when the learner is involved. Assessment systems for students can provide the opportunity for them to reflect on their own strengths and goals for further learning. Involving the parents lets them learn more about their children's strengths and provides additional reliable, valid information for the teacher.

*Irene C. Fontas & Gay Su Pinell*

Type of Test	Name of Assessment	K	1	2	3	4	5	6	7	8	9-12
Diagnostic Assessment	Kindergarten Screening (C.O. R.)	X									
Comprehensive Assessment	(Grades K-6) ELA Portfolio Assessment	X	X	X	X	X	X	X			
Formative Assessment	NYS (Grade 8) Career Game									X	
Formative Assessment	NYS (Grade 10) Interest Inventory										X
Summative Assessment	NYS (Grade 5) Elementary-Level Social Studies						X				
Summative Assessment	(Grade 4,8,11) Alternate Assessment for SWSD (data collection) IEP					X				X	X
Diagnostic Assessment	Developmental Reading Assessment (K-8)	X	X	X	X	X	X	X	X	X	
Summative Assessment	NYS (Grade 8) Intermediate-Level Science Performance									X	
Summative Assessment	NYS (Grades 3-8) English Language Arts				X	X	X	X	X	X	
Summative Assessment	(Grades 9-12) Regents Exams										X
Summative Assessment	(Grades 9-12) Secondary Testing Week										X
Formative Assessment	(Grades K-12) Bilingual Assessment	X	X	X	X	X	X	X	X	X	X
Formative Assessment	NYS (Grades K-12) NYSESLAT (Speaking Sessions)	X	X	X	X	X	X	X	X	X	X
Summative Assessment	NYS (Grade 4) Elementary-Level Science Performance & Written					X					
Diagnostic Assessment	Kindergarten Screening (C.O.R.)	X									

Type of Test	Name of Assessment		K	1	2	3	4	5	6	7	8	9-12
Summative Assessment	NYS (Grades 3-8) Intermediate-Level Mathematics					X	X	X	X	X	X	
Summative Assessment	NYS (Grade 8) Intermediate-Level Science	Written									X	
Summative Assessment	NYS (Grade 8) Intermediate-Level Social Studies										X	
Summative Assessment	NYS Intermediate Level Technology (optional, determined by school)										X	
Summative Assessment	(Grade 6) Elementary – Level Final Exams								X			
Summative Assessment	(Grades 9-12) NYS Regents Exams											X
Summative Assessment	(Grades 9-12) Secondary Testing Week											X

The definitions below characterize the assessments.

**Diagnostic Assessment** provides an indicator of a learner’s aptitude and preparedness for a unit or program of study and identifies possible learning problems.

**Formative Assessment** is designed to provide learners with feedback on progress and inform development, but does not contribute to the overall assessment.

**Summative Assessment** provides a measure of achievement or failure made in respect of a learner’s performance in relation to the intended learning outcomes of the unit or program of study.

**Comprehensive Assessment** provides a range of information about student achievement toward different learning targets or standards in a curriculum. Comprehensive assessment includes the range of assessment tools available to assess student achievement: paper-and-pencil test, performance-based tasks, observations, and more.

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## WEBSITE LINKS FOR TEACHERS

1. *A Culturally Relevant Lesson for African American Students* < [www.newhorizons.org/](http://www.newhorizons.org/) > (9 March 2006).  
Culturally relevant teaching or culturally responsive teaching.
2. *Bridging Cultures In Our Schools: New Approaches That Work.*  
<[http://www.WestEd.org/online\\_pubs/bridging/welcome/](http://www.WestEd.org/online_pubs/bridging/welcome/)> (9 March 2006).  
Culturally relevant teaching or culturally responsive teaching.
3. *Carl's Corner* < <http://teachers.santee.k12.ca.us/carl/>> (9 March 2006).  
Free reproducible reading and writing materials for parents and teachers. Created by a language arts specialist to provide instructional materials for word building and phonics, early literacy, and more!
4. *Classboard* < [www.Classboard.com/](http://www.Classboard.com/) > (9 March 2006).  
Classboard.com provides teachers and school administrators with a free tool for putting announcements, class notes, news and assignments down in writing and automatically sharing them with students and parents.
5. *Creative Writing Process* < <http://www.nzcal.com/hp/adk/index/> > (9 March 2006).  
A step by step approach to writing
6. *Creative Writing Solutions* < [www.creativewritingsolutions.com/](http://www.creativewritingsolutions.com/) > (9 March 2006).  
We provide techniques, ideas and creative writing curriculum designated to motivate reluctant students to write. Proven ideas that work.
7. *Critical Behaviors and Strategies for Teaching Culturally Diverse Students* <[www.eric.ed.gov/](http://www.eric.ed.gov/)> (9 March 2006).  
Culturally relevant teaching or culturally responsive teaching.
8. *Culturally Responsive Teaching* < <http://knowledgeloom.org/> > (9 March 2006).  
Culturally relevant teaching or culturally responsive teaching.
9. *Directions in Language and Education* < <http://www.ncela.qwu.edu/> > (9 March 2006).  
Culturally relevant teaching or culturally responsive teaching.
10. *Draw Your World -- Thematic Unit Studies* < [www.drawyourworld.com/unit/html/](http://www.drawyourworld.com/unit/html/) > (9 March 2006).  
FREE lesson Plans – bird, moose, whale, swan, heron – from DRAW WRITE NOW authors. Integrate drawing lessons with handwriting, social studies, science, history, geography, writing prompts. K – 6 Handwriting Software, too.
11. *English Raven* < [www.englishraven.com/](http://www.englishraven.com/) > (9 March 2006).  
THE Premium EFL/ESL Resources for Teacher of Young Learners and Teenagers: Thousands of flash and game cards, phonics and grammar workbooks, writing workshop materials, Dolch word resources, vocabulary builders, methodology overviews, and much more!

12. *French in a Click* < <http://frenchinaclick.com/> > (9 March 2006).  
French in a Click is a French Learning Website. It is an educational tool to learn French. It contains thousands of sound clips from native French speakers; you will be able to practice reading, writing, listening and speaking skills.
13. *I Love That Teaching Idea* < [www.ilovethatteachingidea.com/](http://www.ilovethatteachingidea.com/) > (9 March 2006).  
Teacher-submitted ideas in math, science, reading, writing, holidays, classroom management, and more!
14. *JEDlet.com* < [www.JEDlet.com/](http://www.JEDlet.com/) > (9 March 2006).  
Online educational resource for teachers, students (aged 15+) and parents. JEDlets are 40 minute online tutorials on many subjects relating to writing and presentation skills, language, business and general (e.g., bullying)
15. *KIM'S KORNER FOR TEACHER TALK* < [www.kimskorner4teachertalk.com/](http://www.kimskorner4teachertalk.com/) > (9 March 2006).  
FREE ideas and lessons include SIX TRAIT WRITING MODEL, WRITING in general, FIRST DAYS OF SCHOOL, LAST DAYS OF SCHOOL, BULLETIN BOARDS, ICEBREAKERS, INCENTIVES, GETTING ORGANIZED, and more.
16. *Money Lesson Plans, Money Worksheets, Printables* < [www.moneyinstructor.com](http://www.moneyinstructor.com) > (9 March 2006).  
Money-Instructor.com: Teach money skills while reinforcing basic math and reading skills! Money Worksheets, Lesson Plans, and more to teach Money, an important life skill. Subjects include coins and bills, check writing, budgeting, investing, and more!
17. *Nellie's English Projects* < [www.nelliemuller.com/](http://www.nelliemuller.com/) > (9 March 2006).  
An educational portal for teachers to motivate students for lifelong learning by using WebQuests to integrate technology into the classroom. The site has articles, lesson plans, evaluation rubrics, reading practice and collaborative writing ideas.
18. *Open Court Resources* < [www.opencourtresources.com/](http://www.opencourtresources.com/) > (9 March 2006).  
Lesson plans, chants, writing templates, the Open Court Discussion Board and a complete sight word teaching system for grades K-5.
19. *Paperless Teacher* < [www.paperlessteacher.com/](http://www.paperlessteacher.com/) > (9 March 2006).  
Paperless Teacher makes writing school reports with comment banks quick and easy. The site is completely free to use, and aims to make Mail Merge with report writing less of a mystery. Import class lists from Microsoft Excel and automate check boxes.
20. *Pencil Pete's Handwriting Programs* < [www.jjmdesigns.com/](http://www.jjmdesigns.com/) > (9 March 2006).  
Teach handwriting with Pencil Pete's Handwriting Software. Complete handwriting curriculum package with free worksheets.
21. *Picture Book Learning* < [www.picturebooklearning.com/](http://www.picturebooklearning.com/) > (9 March 2006).  
Use Picture Books to help elementary children enhance language arts knowledge such as comprehension, sentence writing, nouns, verbs, synonyms, antonyms, compound words, and contractions with ready-to-use skill sheets.

22. *Rethinking Schools* < <http://rethinkingschools.org/> > (9 March 2006).  
Culturally relevant teaching or culturally responsive teaching.
23. *School Express* < [www.freeworksheets.com/](http://www.freeworksheets.com/) > (9 March 2006).  
FREE – 8300+ worksheets, activity pages weekly, 130 software programs, online math, storytime, journal writing, funtime area, make awards, and more. Join our popular membership with 165 Thematic Units and 235+ eWorkbooks.
24. *Stone Soup Magazine* < [www.stonesoupmagazine.com/](http://www.stonesoupmagazine.com/) > (9 March 2006).  
Stone Soup is the world's leading publisher of student writing and art. Submit work by your 3<sup>rd</sup>-through 8<sup>th</sup>-graders. Our Website contains over 800 pages of stories, poems, book reviews, and art work, all by young writers and artists. Stone Soup is a great resource for your language arts program.
25. *Teaching Feature Articles and Editorials* < [www.teachwriting.com/](http://www.teachwriting.com/) > (9 March 2006).  
Step by step Writing-Workshop lessons for teaching feature articles and editorials to 4-8<sup>th</sup> graders. Includes ideas for getting started, tips for assessment, student writing samples, and links and resources.
26. *The Little Red Schoolhouse* < [www.suzyred.com/](http://www.suzyred.com/) > (9 March 2006).  
NEW! FUN! FASCINATING! The Hottest Spot on the Internet! Book the Greatest Reading Workshops Ever Offered! Classroom Songs! Writing Lessons! Children's Literature & Character Building Units! Literature Links! Inspirational Quotes! FUN for K-12!
27. *The Reading Lesson* < [www.readinglesson.com/](http://www.readinglesson.com/) > (9 March 2006).  
Child-friendly reading program offers lots of FREE downloads, math, stories, and writing. Teach your child sounds of letters with a full online phonics movie. FREE.
28. *Write 201* < [www.write.com/](http://www.write.com/) > (9 March 2006).  
Over 600 pages of pages on writing with more than 200 weekly vocab quizzes.
29. *Writing Fix* < <http://writingfix.com/> > (9 March 2006).  
Provides high-interest topics for students and teachers. Topics are differentiated to appeal to a variety of learners and writers.
30. *Young Readers' On-line Book Club* < [www.interactivebookclubs.com/](http://www.interactivebookclubs.com/) > (9 March 2006).  
Grades 1-12. Moderated by a certified teacher. Language arts curriculum. Updated at least weekly. Live chats, message boards, writing contests, fan pages. New featured titles every two weeks including award winners. Guides students through their "outside reading" books.

# **GLOSSARY**

## Glossary

<b>Accountable Talk</b>	Students are discussing their work in a meaningful way.
<b>Balanced Literacy</b>	A plan for literacy instruction that incorporates essential blocks of reading and writing.
<b>Essential Question</b>	The objective for the lesson turned into a question to be posed at the beginning of a lesson to focus student learning.
<b>Flexible Grouping</b>	A teaching approach designed to teach or re-teach a specific skill or strategy to a small group of students. The groups are not necessarily grouped by ability and changes per the needs of the students.
<b>Key Ideas/ Competencies/ Standards</b>	A group of goals that are both content and process based. For example in the area of mathematics they are the content that a student should know and at the same time describe the ways in which the student ought to be able to use the content in a meaningful context. They are: Mathematical Reasoning, Number and Numeration, Operations, Modeling/Multiple Representation, Measurement, Uncertainty, and Patterns/ Functions.
<b>NYS Standard</b>	The knowledge, skills and understandings that individuals can, and do demonstrate over a period of time as a result of instruction and experience.
<b>Rituals and Routine</b>	Rituals are prescribed ways of doing something such as how to have a peer conference. Routines are the components of the literacy block such as mini-lesson, work period, and summary.
<b>Rubric</b>	A scoring device that is based on a specific performance criteria for the key elements you want to assess.
<b>Standards-Based Bulletin Boards</b>	The posting of student work with the standard, task, rubric and commentary on the student work as to the specifics addressed in relation to the rubric/standards
<b>Standard-Based Instruction</b>	Curriculum, instruction, professional, development and assessment are all based on the standards with the goal of raising the achievement level of all students to the level of competence modeled in the standard.
<b>Silent Teachers</b>	Artifacts that are posted or available throughout the classroom reflecting previously taught skills and strategies to guide students during the work period.
<b>Word Wall</b>	A selection of words pertinent to the students' work that are posted under the letters of the alphabet from A-Z or by content/topic focus that students utilize in their reading and writing.
<b>Workshop Lesson Format</b>	A lesson framework that is based on the standards and incorporates the areas of Review, Preview, and Connections, Teacher Presentations, Work Time, Summary and Learning Extensions. The framework may be delivered in one class period or can be extended over a longer time period.

# **APPENDIX**

# Research-Based Practices

## Expectations for District Redesign

Best Practices	Effective Strategy
<p style="text-align: center;"><b>Differentiated Instruction</b></p> <p>Gives a variety of opportunities to successfully reach targeted standards:</p> <ul style="list-style-type: none"> <li>• Meets learners where they are and offers appropriate, ongoing, challenging options for them to achieve success.</li> <li>• Teaches differentiated content; assessment tools; performance tasks and instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic Teacher</li> <li>• Choice of Activities and Assessments</li> <li>• Use of Graphic Organizers</li> <li>• Project-based learning</li> <li>• Reciprocal Teaching</li> <li>• Use of Multiple Source Material</li> <li>• Scaffolded Questioning</li> <li>• Portfolios</li> <li>• Authentic Tasks</li> <li>• Curriculum Compacting</li> <li>• Flexible Grouping</li> <li>• Direct Teaching</li> <li>• Cooperative Learning</li> <li>• Specialized Reading Programs</li> </ul>
<p style="text-align: center;"><b>Setting and Attaining Goals</b></p> <p>Stating the purpose of a lesson, guiding students with distributed practice and verifying success at close of lesson.</p>	<ul style="list-style-type: none"> <li>• KWL (what you know, what you want to know, what you have learned)</li> <li>• Use of Essential Questions</li> </ul>
<p style="text-align: center;"><b>Guided Reading and Writing</b></p> <p>A context in which a teacher supports each reader's development of effective strategies for processing novel texts at increasingly challenging levels of difficulty; To enable readers to use and develop reading strategies as they learn and construct meaning. To demonstrate and guide use of increasingly more sophisticated writing techniques in a variety of genres.</p>	<ul style="list-style-type: none"> <li>• Author studies</li> <li>• Genre studies</li> <li>• Use of leveled texts</li> <li>• Read Aloud</li> <li>• Shared reading</li> <li>• Shared writing</li> <li>• Interactive writing</li> <li>• <i>Writer's Workshop</i></li> <li>• <i>Readers' Workshop</i></li> </ul>
<p style="text-align: center;"><b>Rigorous Content</b></p> <p>Application of skills to content that is complex, thought provoking, analytical, personal and rigorous, relevant culturally responsive emotionally challenging</p>	<ul style="list-style-type: none"> <li>• Retelling</li> <li>• Diagrams</li> <li>• Essays</li> <li>• Concept Maps</li> <li>• Interviews</li> <li>• Extending and Refining Knowledge</li> <li>• Using literature and resources that are rich and challenging</li> <li>• Using primary documents and statistics</li> </ul>



<p style="text-align: center;"><b>Using Inquiry and Thought</b></p> <p>Pose questions, substantiate claims, build research and evidence gathering opportunities into instruction</p>	<ul style="list-style-type: none"> <li>• Structured problem-solving</li> <li>• Investigations and Connected Math Extrapolation</li> </ul>
<p style="text-align: center;"><b>Diversity</b></p> <p>Placing high value on varied assessment tools, different learning styles, student motivation, comfort, expanding learning opportunities, contributions of other people</p>	<ul style="list-style-type: none"> <li>• Rotation of Assessments</li> <li>• Student Choice</li> <li>• Use of Community Resources</li> <li>• Character-building</li> <li>• Rituals, reflection and celebration</li> <li>• Cross-age tutoring</li> <li>• Extended day program</li> </ul>
<p style="text-align: center;"><b>Continuous Assessment and Feedback</b></p> <p>Providing ongoing feedback to students to establish their level of knowledge acquisition, to establish purpose, meaning and application of content taught; to guide and direct new learning or pre-teach to accelerate learning</p>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Collegial Review of Student Work</li> <li>• Peer Conferencing</li> <li>• Teacher/Student conferencing</li> <li>• Use of Rubrics</li> </ul>
<p style="text-align: center;"><b>Aligned Time on Task</b></p> <p>Goals are connected to learning activities and to assessment to inform instruction</p>	<ul style="list-style-type: none"> <li>• Looking at student work</li> <li>• Reviewing and revising practice based on student understandings</li> <li>• Vertical and horizontal teaming</li> </ul>
<p style="text-align: center;"><b>Explicit Teaching of Learning Strategies</b></p> <p>Providing students the routines and skills to be independent learners and be consciously aware of the process of learning</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Modeling</li> <li>• Guided practice</li> <li>• Application of skills</li> <li>• Reciprocal teaching</li> </ul>
<p style="text-align: center;"><b>Connectedness of Learning to the Student's World</b></p> <p>Linking new learning to what students already know or have experienced; relating knowledge acquisition to examples, situations or problems that are familiar; establishing motivation by learning through recognized interests, talents and interdisciplinary study</p>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Units of Study</li> <li>• The Algebra Project (Moses)</li> <li>• Project-based Learning</li> <li>• Engaging parents and families in student's acquisition of knowledge</li> <li>• School to Work experiences</li> </ul>
<p style="text-align: center;"><b>Social Support for Student Learning</b></p> <p>Creating environments and relationships that provide opportunities, structure, and continuity for the explicit purpose of student success</p>	<ul style="list-style-type: none"> <li>• Looping</li> <li>• Activating strategies</li> <li>• Cooperative learning</li> <li>• Multi-sensory teaching</li> <li>• Child-centered instruction</li> <li>• Faculty Study Groups</li> <li>• Student Choice</li> </ul>

# **RESOURCE GUIDE**

For:  
Rochester Instructional Framework

## **Rochester Instructional Framework Table of Contents**

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# **EXEMPLARY LESSON PLANS**

## Exemplary Lesson Plan

**Subject:** ELA

**Grade Level:** Can be adapted for all Elementary Grades

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lessons, consideration should be given to the following elements of effective lesson planning.

When planning the lesson in writing I need to take into consideration what the students already know and what skills/strategies are needed to produce a narrative piece of writing. The success of the Teacher Presentation is grounded in my knowledge of the writing process and the elements of a narrative as it relates to the students' writing development. The goal is that students will create an engaging beginning. I will use a familiar author, and literature as a tool to model and direct children's attention to the craft of writing. I need to guide my students and describe how the writer captures the reader's attention. I have chosen books by Eric Carle because students know and love them.

#### Standard(s)

**New York State Standard 2:** Students will read, write, listen, and speak for literacy response and expression.

**NCEE Writing Standard E2d:** (Writing purposes and Resulting Genres) The student produces a narrative procedure that: engages the reader by establishing a context, creating a personal, and otherwise developing reader interest.

#### Essential Question

How can we engage the reader when writing a narrative?

Pose this to students at the beginning of the Teacher Presentation

#### Assessment

The assessment is based on student responses during work time, conferences and the summary. Work is analyzed using a narrative rubric to determine students' needs and to inform your next lesson.

#### Materials Required

Books by Eric Carle- *The Very Hungry Caterpillar*, *The Very Lonely Firefly* and *The Very Busy Spider*, markers, chart paper, easel

#### Learning Extensions

Students will observe how different authors engage the reader during their independent and guided reading.

#### Teacher Note

When the workshop is complete the teacher needs to reflect on the following:

How the lesson went?

Which students were able to create an engaging beginning?

Which students still need further assistance?

What students need to know next or still need to know about the narrative?

Informal Assessment

# The Workshop

## Engaging the Reader

Activate prior knowledge

### Review, Preview and Connections (5-8 min.)

“Boys and girls yesterday we talked about a narrative. Do you remember the parts of a story?”  
(record student responses)

### Teacher Presentation (5-15 min.)

“Writers, you know a story has a beginning, middle and end. Today we are going to focus on how to write a great beginning to a story. Let’s look at the brilliant beginnings of one of my favorite authors, Eric Carle.” (Share just the beginning sentence of *The Very Hungry Caterpillar*, *The Very Lonely Firefly* and *The Very Busy Spider*.) “What do you notice about the way he starts his stories?” Make sure the children see that Carle engages his audience by including important elements of a beginning such as who, what, when, and where. “Now as a group, (the teacher will write responses on easel paper) let’s brainstorm different great beginnings”:

- One beautiful day...
- On a cold October morning...
- Late one summer evening...
- It was a damp, dreary day...
- As the sun set over the lake...

The Teacher Presentation is short, focused instruction, connecting students’ needs with the lesson. Student responses should be posted for reference

“During your work time today, choose one narrative idea from your topic list and begin writing. Remember to create an engaging beginning like we saw with Eric Carle.”

### Work Time (25-30 min.)

Students follow routines to gather writing tools and find a quiet place to write. Students are engaged in writing a narrative piece incorporating an engaging beginning.

During the work time the teacher’s role is to model by writing for 5 minutes. Then to monitor, assess and assist as needed. Conferences with individuals or small groups also take place during this time.

### Summary (5-7 min.)

“Everyone did such a fine job creating great beginnings today! I want each of you to share your engaging beginning.” (Each child will share just the beginning of their story.)

The summary is the time to bring the workshop to an end. It is critical to reflect on the Teacher Presentation, its effectiveness and assess for needs for the next lesson.

## Exemplary Lesson Plan

**Subject:** ELA

**Grade Level:** A lesson that will work with any grade level and any novel

### Lesson Preparation and Planning

#### Considerations:

This is what goes through my head as I plan the lesson.

Novels are part of the curriculum at all grade levels, but students often have a problem getting through them. If I can get them hooked at the beginning, we'll all profit. So, an interesting introduction to the novel is in order. I really want it to be fun and memorable, so I've decided to use a pre-reading strategy called Tea Party. How to do a Tea Party:

Curriculum-based

- DON'T tell the students anything about the book ahead of time.
- Pick about 15 different quotes from the first chapter of the book, be sure you have quotes about setting, characters, and conflict.
- Write each quote on a card, strip of paper, or cut-out of a tea cup; there should be one for each student, so you will have duplicates, depending on class size.
- Students take their quote and walk around the room sharing it with as many others as they can; they also listen as others share their quotes.
- Students discuss how the quotes might be related and speculate what these quotes might be about.

Standards-Based

From  
When  
Kids Can't  
Read by  
Kylene  
Beers

#### Standards

Literature is a huge part of teaching ELA; the NYS Standards include Language for Literacy Response and Expression and Language for Critical Analysis and Evaluation. NCEE Standards ELA, ELB, and E5 address reading and response to it.

#### Objectives

To get students interested in a book they are going to read  
To let students make predictions about the book  
To begin reading the book

Pose this to students at the beginning of the class

#### Essential Question

Why would I want to read this book?

#### Assessments

During the reading of the novel, I will use several assessment pieces; at the end I am going to assign an essay which will be similar to the "Critical Lens" statement that is on the NYS 11<sup>th</sup> grade exam. For this particular lesson, the assessment will be informal; the information shared in the summary will tell me whether the students are interested, and at the end of the class they will answer the Essential Question.

Identify the assessment to guide your instruction

#### Learning Extensions

Students begin reading the book.

#### Materials

Overhead projector, pens, blank transparencies, quotes written on cards for the Tea Party, the Review, Preview and Connections assignment written on a transparency, transparency listing all the quotes from the novel, copy of novel being introduced.

## The Workshop

### Getting Hooked on a Novel: Why Would I Want to Read this Book?

#### Review, Preview and Connections (5-10 minutes)

As students come into the classroom, they will write a response to the following prompt: Describe the worst book you were suppose to read in school, but actually faked your way through.

Activating  
prior  
knowledge

When students are finished, ask three or four students to share what they have written. Indicate that you hope this new book will be one they actually want to read. Remember NOT to give away the title or anything else about the book.

#### Teacher Presentation (5-15 minutes)

Explain the Tea Party strategy and give instructions. Have at least one student repeat for the class what they are supposed to do. Ask if anyone has questions and then give out the tea party strips.

#### Work Time (25-30 minutes)

Students will circulate and gather information from the strips. The teacher will also be a participant in the party. When everyone seem to have shared their information, students will return to their seats and work in small groups to:

Student centered

- discuss the information they gathered
- write a statement beginning “We think that this is about...” on a transparency

Making predictions

#### Summary (20-25 minutes)

Each group will bring their transparency to the overhead, read, and defend their statement. Class will discuss and ask questions.

Review by sharing the whole list of quotations. Restate the predictions made about the novel.

Ask students to answer the Essential Question: Why would I want to read this book?  
(Be prepared for many to say they don’t want to!)

If there is time, read aloud the first chapter of the book and have students listen for the quotes and verify their predictions.



## Exemplary Lesson Plan

**Subject:** Elementary Mathematics

**Grade Level:** 4<sup>th</sup> Grade

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lessons, consideration should be given to the following elements of effective lesson planning.

The Big Picture:  
Creating  
Mathematically  
Proficient  
Students

It is important for students to have a conceptual understanding of mathematics and be able to make connections to other mathematics. In this lesson student had to have previous experience pulling apart math problems into manageable sub-problems. This lesson is one in a sequence of lessons outlined in *Investigations in Number, Data, and Space* to build understanding of multiplication.

Using the RCSD adopted textbook which supports Curriculum-Based Instruction

Using the District adopted textbook which supports Curriculum-Based Instruction

### Standard(s)

4.N.16 Understand various meanings of multiplication and division.

4.N.18 Use a variety of strategies to multiply two-digit numbers by two-digit numbers.

### Objectives

Use multiplication relationships

Break down larger problems

Identify patterns and relationships within clusters

Activating prior knowledge

This question should be asked at the beginning of the lesson

### Essential Question

How can previous learning about clusters be extended to help you solve multiplication problems?

### Assessment

During the lesson the teacher asks questions to assess student thinking. Students will complete a set of cluster problems and write explanations of their strategies. During the closure students will share their results and answer the Essential Question presented at the beginning of the lesson.

Both formal and informal assessments are considered before the lesson

### Learning Extensions

Assign additional cluster problems

### Materials

Interlocking cubes (at least 60 per student)

One-centimeter graph paper (1-2 per pair of students)

Student sheet 10 (Learning Extension)

## The Workshop

### Review, Preview and Connections (3-5 minutes)

Invite students to the meeting area to begin the lesson. The teacher may call them by tables and ask them to retrieve their math folders/journals. The teacher may have students recite basic facts as a transitional method.

The purpose of Review, Preview and Connections is to transition from one subject to another

### Teacher Presentation (5 -7 minutes)

Remind students of what cluster problems are. Ask students to solve the last problem in the cluster. Students can add additional problems to the cluster that may help them solve the final problem.

Present the following poster:

4 x 5  
2 x 15  
4 x 10  
4 x 15

Set 1

Visuals are a helpful teaching strategy to meet multiple learning styles

### Work Time (30 minutes)

In small groups students will work on the first cluster presented during the Teacher Presentation. They can solve the problems in any order and decide how to use one or more to solve 4 x 15. Share the second set of clusters and have students share their strategies with the group orally. Teacher may ask the following questions:

Did you learn something useful from someone else in your group?  
Which problems did you use to solve the last problem?

Ongoing assessment

Provide the groups with a third set of clusters and ask students to independently solve the last problem in the cluster. Students should write a written explanation on how they used simple addition problems to solve the final problem.

2 x 8  
6 x 8  
10 x 8  
12 x 8

Set 2

3 x 10  
3 x 20  
3 x 4  
3 x 24

Set 3

### Summary (Estimated 20 minutes)

Facilitate an opportunity for students to share their solutions with one another. Students are encouraged to read their explanations and respond to questions by other students.

## Exemplary Lesson Plan

**Subject: Mathematics**

**Grade Level: Secondary**

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lessons, consideration should be given to the following elements of effective lesson planning.

**Lesson Title:** 6-8 Systems with Nonlinear Equations – Algebra (A)

**Time required for Lesson: 80 minutes**

#### Standards

NYS Key Ideas and Performance Indicators:

- \* Modeling and Multiple Representation
  - 4E Model real world problems with systems of equations and inequalities
- \* Patterns/Functions
  - 7E Apply axiomatic structure to algebra

Essential Question is supported by objectives and tied to NYS Key Ideas and Performance Indicators.

#### Objectives

- 1) Students will be able to verify that coordinates are a solution to a quadratic linear system.
- 2) Students will be able to graph and solve a nonlinear system using a TI-83+ graphing calculator.
- 3) Students will be able to solve an application problem involving a quadratic linear system.

#### Essential Question

How can systems of equations be solved where the functions may be nonlinear?

The Assessment of this lesson should dictate the contents and approach of the following lesson. From the ticket out the door, the teacher can see individual student needs and incorporate this information into the next lesson.

#### Assessment (10 minutes)

**Ticket Out the Door:** Students will write using their own words what a nonlinear system of equations is, what the solution is, and describe how to use the graphing calculator to obtain the solution. They will solve the following problem:

Mr. Costanza tosses a bocce ball whose flight can be modeled by the function  $y = -x^2 + 5x$ . Jeff throws a meatball at the bocce ball. The flight of the meatball is modeled by a  $y = \frac{2}{3}x + 1$ . In both functions,  $y$  represents feet and  $x$  represents seconds. Jeff's meatball hit the bocce ball on its way down to the ground. Find to the nearest tenth the time in seconds and height in feet in which the meatball hit the bocce ball.

**Answer:** The meatball hit the bocce after 4.1 seconds at a height of 3.7 feet.

## The Workshop

### Materials

New York Math A: An Integrated Approach  
New York Lesson Planners Plus  
Graphing Calculator Handbook: Prentice Hall. P. 38.  
ExamGen  
TI-83+ Graphing Calculator

Get comfortable using technology in the classroom. It can make your job easier and your lessons more engaging.

**Learning Extension** – p307-308 1,5,9,10-13 Extended Problem: Students will create their own application question that requires the solution of a nonlinear system of equations. Students must decide for their homework what type of application they are going to use.

### Review, Preview and Connections

As students enter the room, on an overhead place the following instructions:

Enter  $Y1 = -3x + 7$  and  $Y2 = 2x^2 + 3x + 5$  on your TI-83+ calculator

New York Math A: An Integrated Approach

New York Lesson Planners Plus

Graphing Calculator Handbook: Prentice Hall. P. 38.

ExamGen

TI-83+ Graphing Calculator

The Review, Preview and Connections is essential to a smooth transition into the Teacher Presentation. Find a system of accountability for students to do the WARMUP.

### Teacher Presentation (15 minutes)

Introductory Activity: Discuss Work Time Exercise #3.

- What strategies could be used to solve this problem?
- What other situation problems could be modeled with a quadratic linear system?

Use higher level thinking questions to engage students.

Using the equations you entered into your calculator during WARMUP, we will find a solution set for the intersection of these two functions to the nearest thousandth. **NOTE: EMPHASIZE THAT A SOLUTION TO A SYSTEM OF EQUATIONS IS A POINT!**

**ANSWER:** (.303, 6.092) AND (-3.303, 16.908)

### Work Time (25 minutes)

**Exercise 1:** (p. 305)

Do the points (1, 3) and (-2,0) to satisfy the system:  $y = x + 2$   
 $y = -x^2 + 4$

Questions during the Work Time should be scaffolded. Start easy to build confidence and then increase the difficulty. (see worksheet for Work Time) Remember to encourage mathematical discussion by allowing students to work in small groups. During work time, I will have these problems prepared on a separate worksheet.

Do the question individually, then share your response with your partner.

**Exercise 2:** (p. 305)

Solve the following system of equations:

$$y = \frac{1}{2}x + 1$$

$$y = |x - 1|$$

Use your TI-83 and work cooperatively with your partner.

Discuss how you can verify that you have found the correct solution.

**Answer:** (0, 1) and (4, 3)

**Exercise 3** (ExamGen)

Solve the problem from the introductory activity.

**Answer:** (10, 0) and (1, 9)

Solve the problem from the introductory activity.

**Answer:**

**Exercise 4:** (Example 3, p. 306)

**Answer:** (190, 40), (-190, 40), 380 feet

**Summary: (15 -20 min.)**

This is the time for groups to share what they have done during the work time. I will ask groups to share orally what they did on Exercises 1 and 2 and have groups come to the overhead to demonstrate on the graphing calculator their solutions for Exercises 3 and 4.

The Summary is led by the students who are presenting. Students who are not presenting are watching and asking questions. These questions are directed to the student presenters, not the classroom teacher. The teacher may assist if the presenters struggle in answering the question. An effective way for the teacher to assist is effective questioning strategies to lead students in the right direction.

**Note:** This lesson is designed for a block of 80 minutes, but is easily adapted to two class periods. The first period would end with the teacher briefly summarizing the main points of the Teacher Presentation after students have done some of the exercises in the Work Time. The second period would begin with a Review, Preview and Connections to refresh students on what was covered the previous day. The students will complete the Work Time, then the Summary and lesson assessment can take place.

## Exemplary Lesson Plan

**Subject:** Social Studies

**Grade Level:** Grade 4

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lessons, consideration should be given to the following elements of effective lesson planning.

**Lesson Title:** Comparing and Contrasting New York Through Documents

Standards-based from the state guidelines

#### Standard

- ☒ History of the United States and New York
- ☐ World History
- ☐ Geography
- ☐ Economics
- ☐ Civics, Citizenship, and Government

Date: \_\_\_\_\_  
Time Frame: 1 hour  
over 1 or 2 days  
Grade Level: 4

Standards-based from the state guidelines

#### Performance Indicator(s)/Objectives(s)

Explain/Describe the roots of American Culture, its development from many traditions, and the ways many people from a variety of groups and backgrounds played a role in creating values, practices, and traditions.

Posed throughout the lesson

#### Essential Question

How are the lives of New Yorkers today similar and how are they different from the lives of New Yorkers in the past?

Identify the assessment to guide instruction

#### Assessment

Students will discuss and interpret the documents and write a DBQ essay in the format of the NYS 5<sup>th</sup> Grade Social Studies Assessment.

#### Materials Required

Document Based Questions from the Scott Foresman Social Studies DBQ booklet for grade 4, (unit 2), pencil, pen, and paper.

Warm up

Activating prior knowledge

#### Review, Preview and Connections

Upon the start of the lesson students will complete the first document of the lesson independently.

#### Teacher Presentation

The teacher introduces the Essential Question. Using the information gathered during the Review, Preview and Connections, the teacher clarifies and acknowledges the information gathered in the first document. The teacher models reading, identifying the source, and finding the important information from the document.

Teacher Centered



### Student Centered Activities


#### Work Time

☐ Individual

☐ Partner

☒ Group

Students will complete the remaining 4 documents in small groups. Discuss each document with the group before recording answers. As the students work, the teacher circulates and asks clarifying questions and informally assesses student understanding.



### Check for understanding

#### Closing

Class comes back together. Teacher leads the discussion of the Essential Question. Discussion of the process, what was easy or hard to understand from the documents, and common information in the documents will be discussed.

#### Learning Extensions

Students will interview an adult relative, asking the question; how is life different in NYS now compared to when you were a student? Answers should be recorded in a paragraph.

## Exemplary Lesson Plan

**Subject:** Social Studies

**Grade Level:** Grade 9

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lessons, consideration should be given to the following elements of effective lesson planning.

**Lesson Title:** Comparing World Religions

**Standard**

- ☐ History of the United States and New York
- ☒ World History
- ☐ Geography
- ☐ Economics
- ☐ Civics, Citizenship, and Government

Date: \_\_\_\_\_

Time Frame: 45 mins.

Grade Level: 9

Standards-based from the state guidelines

**Performance Indicator(s)/Objectives(s)**

Students examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.

**Essential Question(s)**

What common characteristics do the major religions of the world share?  
What are the differences in the religions?

Posed throughout the lesson

**Assessment**

Students will write a thematic essay comparing and contrasting world religions in the regents format. It will be scored using the regents rubric.

Identify the assessment to guide instruction

**Materials Required**

*World History Patterns of Interaction*, internet access, library resources on world religions, develop Graphic organizers for world religions and download the thematic essay from [http:// www.regentsprep.org/regents/global/essays/index.cfm](http://www.regentsprep.org/regents/global/essays/index.cfm).

Warm up

**Review, Preview and Connections**

Students are asked to define the term religion. Students create a list of the religions and religious words that they are familiar with and can identify.

Activating prior knowledge

**Teacher Presentation**

The teacher introduces the Essential Question. Using the information gathered during the Review, Preview and Connections, the teacher clarifies and acknowledges the different religious terms. Using the Internet, textbook, and classroom references the teacher models researching and filling in the *Main Beliefs* organizer.

Teacher Centered

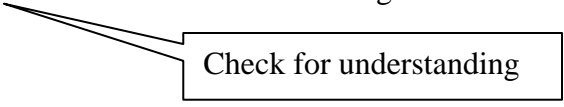


**Work Time**      \_\_\_\_ Individual      \_\_\_\_ Partner      **X** Group

Students will complete the remaining religions with a partner. Students will discuss each religion with his/her partner before recording answers. As the students work, the teacher circulates and asks clarifying questions while informally assessing students' understanding. Students will begin to recognize similarities and differences among the World's major religions. The teacher will continue to revisit the Essential Question.

### **Closure**

Class comes back together. Teacher leads the discussion of the Essential Question. Discussion of the process, the common characteristics and the significant differences of the religions will be summarized by the student. The teacher will reinforce the acceptance and toleration of each religion.



Check for understanding

### **Learning Extensions**

Students will compare their own religious beliefs with another from the list. Answers should be recorded in a paragraph or graphic organizer.

## Exemplary Lesson Plan

**Subject: Science**

**Grade Level: Elementary**

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

Activate Prior Knowledge. Students should be familiar with the scientific method and equipment required for carrying out a student designed investigation. Prior to this investigation, students should be familiar with the basic external and internal anatomy of a typical plant and why these structures are important for survival. The teacher will need examples of poster presentations and organize lab materials in advance. **This lesson will take three class periods to complete.**

#### Unit

Maintaining Dynamics Equilibrium to Sustain Life

#### Standard(s) - Major Understanding 5.2 a

Plants respond to changes in their environment

Standards-based,  
Curriculum based

#### Performance Indicator(s)

Explain how roots, stem, leaves, flowers and seeds respond to environmental changes such as temperature, amount of light and water.

#### Objectives(s)

1. Students will design an experiment relating to seed germination (light/dark, position of the seeds, temperature, or moisture.)
2. Students will give examples of how some plants respond to changes in the amount of light, temperature and/or water.
3. Students will explain how the above responses help plants to sustain life.
4. Students will create a poster presentation of their investigation.

Posed throughout the  
lesson

#### Essential Question

How do some plants respond to changes in their environment in order to survive?

Assessment is directly related to the  
objectives and Essential Question

Essential Question is directly related to the  
objectives and standards

#### Assessment

1. Students will give examples of how some plants respond to changes in the amount of light, temperature, or moisture.
2. Students will provide a reason for each of the plant responses observed in their investigation.
3. Students will design an investigation based on the scientific method.
4. At the completion of the investigation, students will design and prepare a poster presentation that outlines their method of investigating how plants respond to environmental changes as well as their observations and conclusions.

## Learning Extensions

The students will work on their poster presentation in groups of two at home as well as in the classroom. Students will pick one plant from a list provided by the teacher to research the unique adaptations it has in order to survive in a harsh environment.

## Materials Required

Living specimens	seeds pots	lights	thermometers
light meters	moisture meters	soil	plant trays
labels	water	rulers	student-designed observations
charts	tables	camera (if available)	
Scientific Method Template (overhead)		overhead projector.	

## The Workshop

### Cellular Respiration

Activate prior knowledge and link to the Teacher Presentation

#### **Review, Preview and Connections/Warm Up (5 minutes)**

Upon entering the room, students will be directed to label diagrams of basic plant anatomy and list the function of each structure they have labeled. The teacher will ask students to share their answers and explain how the plant structure helps the plant to survive.

Teacher serves as a guide, mostly student centered

#### **Teacher Presentation (15 minutes)**

Pose the objectives and the Essential Question. Have a few completed poster boards available to share with the students. The teacher asks students what they could do to observe how plants respond to changes in the environment. Based on their knowledge of the scientific method and plants, the teacher would allow them to answer the Essential Question. As the students offer their ideas, the teacher and students fill in the **Scientific Method Template**. With the completed template as a guide, the teacher directs the students to design their own investigation to answer the Essential Question.

Here is where students identify the materials needed to carry out the investigation.

#### **Work Time (20 minutes) (Day 1)**

In groups of two or three, students will design an investigation in the same format as the template they completed in the Teacher Presentation. The teacher circulates the room to assess student progress, assist students, and share examples of student work in progress.

**Day 2:** Students carry out their investigations.

**Day 3:** Students finish investigations and prepare poster presentation.

#### **Summary (5 minutes) (Day 1)**

Students share their design with the class. The teacher focuses a class discussion on the feasibility of the designs.

**Day 2 Share Observations:** Students give examples of how some plants respond to changes in the environment and explain how these responses help the plant to survive.

**Day 3 Assessment:** Students present the results of their investigations in a poster presentation. The presentation addresses the objectives and the Essential Question.

## Exemplary Lesson Plan

**Subject:** Science

**Grade Level:** Secondary

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

Activate Prior Knowledge to determine the level background knowledge and misconceptions. Identify key vocabulary and concepts related to photosynthesis and cellular respiration. Use visuals, including demonstrations, to guide student thinking and discussion. Have students generate a graphic organizer to summarize their understanding of photosynthesis and cellular respiration.

#### **Standard(s)**

##### **Performance Indicator 5.1**

Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium.

##### **Major Understanding 5.1d**

In all organisms, the energy stored in organic molecules may be released during cellular respiration. This energy is temporarily stored in ATP molecules. In many organisms, the process of cellular respiration is concluded in the mitochondria in which ATP is produced more efficiently, oxygen is used, and carbon dioxide, water, *and heat* are released as wastes.

#### **Assessment**

Construct a graphic organizer to demonstrate the relationship of the steps in cellular respiration identify and sequentially list the key steps in cellular respiration. Explain the input, process and output of cellular respiration. Explain the role of cellular respiration in homeostasis.

#### **Objectives(s)**

With the use of a graphic organizer (condition) the students will explain the process of cellular respiration in homeostasis (performance) identifying the key steps in sequence (criteria).

#### **Essential Question**

Why do many organisms require oxygen, water, and food to stay alive?

#### **Learning Extensions**

Based on the reading on pages xx-yy students create a concept map to illustrate how glucose and oxygen is used in cellular respiration to produce ATP.

#### **Materials Needed**

Living specimens, Bromthymol blue, animation (computer) diagrams, chart paper, markers, student journals, and food to burn (Bunsen burner/matches).

## **The Workshop**

### **Review, Preview and Connections/Warm Up (5 minutes)**

Activate prior knowledge

Conduct demonstration/case study/scenario and ask students for input and feedback

### **Teacher Presentation (15 minutes)**

Teacher writes the Essential Question on the board.

Teacher carries out demonstration of food burning.

Teacher guides students through the process of identifying reactants, products, and other essential elements in the demonstration.

Students share observations and make inferences on the process, the specific need for oxygen, to burn food.

The teacher models the observations and Think Out Loud specific questions on the process.

Teacher will construct a concept map based on the observations and process.

Teacher explains the process from the concept map.

Teacher presents visuals to accompany the lesson.

### **Work Time (20 minutes)**

Teacher and students elicit questions on the process. Students read pgs. xx-yy and engages in activity ZZ.

Students constructs a concept map from the observations/activity and reading. Teacher monitors progress and accuracy of knowledge and ask specific probing questions. Teacher provides feedback for retention.

### **Summary ( 5 minutes)**

Students share their work and conduct class discussion to answer the Essential Question.

Teacher scaffolds the learning and the content based on the student observations.

Students engage in a closure quiz based on the objective.

\* Heat is not referred to as a waste of cellular respiration under Major Understanding 5.1d in the state syllabus. However, it is an important fact for students to know. The heat released as waste helps to maintain body temperature in many organisms.

## Exemplary Lesson Plan

**Subject: Health**

**Grade Level: Elementary**

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

Having the students actually practice healthy behaviors is critical in health promotion and reducing health risks. Health can be integrated into ELA or other core curriculum areas. Consider class needs and health content areas. (Safety, tobacco prevention, alcohol & drug prevention, nutrition, physical activity, sexuality education, & violence prevention.) Provide opportunities for students to learn and practice a range of personal and social skills to promote health. Teachers assess students on their ability to demonstrate personal and social skills to facilitate and promote healthy behavior.

### Standard # 2

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

#### Performance Indicator(s):

2a. Understand basic safety rules.

2b. Recognize potentially dangerous situations and know how to avoid or reduce their risk.

### NYS Scope and Sequence Skills

Self-Management, Communication

### Essential Question

How can I keep myself safe?

### Objectives(s)

Children will be able to identify how their 5 senses can keep them safe in an emergency.

### Assessment

Informal Formative Assessment: Teacher checks for accuracy of worksheet, class discussion and modeling.

### Learning Extensions

Learning Center: practice making emergency phone calls.

Learning Center: role play cards to practice steps to handling an emergency.

### Materials Needed

“*One Red Rooster*”: - Houghton Mifflin Grade 1

“Actions for Health” Grade 1, Lesson 21 Sensible Senses

## The Workshop

Health integration in ELA

### Teacher Presentation (15 minutes)

Teacher and students read “*One Red Rooster*.” Have a class discussion of the book connecting the “Five Senses” book that was previously read. Discuss what senses the animals have and how they use their senses. Review the 5 senses and name what body part we use for that sense. (i.e. hearing/ears, seeing/eyes.)

Student Centered

### Work Time

Students work on My Five Senses worksheet. Students will randomly be assigned one of the “My Five Senses” worksheets to complete. Students can work individually or in small groups by “senses.” Students will draw how the senses keep them safe (i.e. nose smells smoke, ears hear sirens, eyes see cars approaching, etc.) The teacher will assist groups as they work.

The class will share their worksheets and generate a class list of how their senses keep them safe and rules that will help keep them safe.

Formative Assessment

Revisit the Essential Question

### Summary

From the class list of safety rules the class discusses what they should do to keep themselves safe. For example if they smell smoke, what should they do? (Get help, tell an adult, get out of the house, call 911, etc.)

### Learning Extensions

Utilizing the learning centers provides skills practice (i.e. practicing calling 911, reviewing the steps to take in an emergency, etc.)

Skills  
practice



## Exemplary Lesson Plan

**Subject: Health/Stress Management**

**Grade Level: Commencement**

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

#### Standard 1

Students will have the necessary knowledge and skills to establish and maintain personal health.

##### Performance Indicator(s):

- 1 b. Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.
- 1 c. Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.

#### Standard 2

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

##### Performance Indicator(s):

- 2 b. Evaluate personal and social skills which contribute to health and safety of self and others.

#### NYS Scope and Sequence Skills

Stress Management- Commencement: 1,3,4,7

#### Essential Question

How do I handle my stress?

#### Objectives(s)

Students will complete a personal stress survey.

Students will identify the different types of stress and common stressors.

Students will assess their personal stress via the stress and illness quiz.

Students will keep a stress diary.

#### Assessment

Diagnostic – Stress Survey

Purpose of diagnostic: to gather data, to diagnose students' knowledge and skills, to plan for instruction.

Assessment type – Process (stress log and evaluation/reflection)

#### Materials Needed

Personal Stress Survey – “Stress & Illness” (SM-29, SM 30)

*Stress Management and Self-Esteem Activities* (Unit 5), Patricia Rizzo Toner

Personal Stress Chart – *Personal & Social Skills* – Level 3, Joyce V. Fetro

Personal Stress Diary – *Personal & Social Skills* – Level 3, Joyce V. Fetro

Stress Cards - *Personal & Social Skills* – Level 3, Joyce V. Fetro

#### Learning Extensions

Personal Stress Diary, students will keep a personal diary of stressors for a period of time (approx. 1 week).

Students will keep track of their personal stressors. They will describe the situation that was stressful, and then indicate whether it was eustress or distress and their physical, emotional and behavioral reaction to each stressor.

## The Workshop

This lesson is part of a commencement unit on stress management. This is the first or introductory lesson in the unit. The focus of the unit is the creation of a stress management plan by the students. Academic rigor is built into this unit as students research the impact of stress by utilizing the “Clic on Health,” website that provides research based health information for students.

### Review, Preview and Connections

Student Centered/Reflection

Upon entering the room students will pick up their health journals and write a response to the question, “How do I handle stress?” Students will discuss (large group) the various ways that they handle stress. Following the discussion students will take “Personal Stress Survey.”

Diagnostic Assessment

### Teacher Presentation

Teacher presents the functional knowledge defining the different types of stress, eustress and distress and common stressors. Students will receive “stress cards” and sort them according to eustress and distress, put them on the board and rationalize their answer.

Student application and personalization

Discussion will continue emphasizing that eustress for one student may be distress for another. Teacher does a direct teach of “fight or flight” response, the long term effects of stress and the stress cycle.

### Work Time

Students will complete the “Stress/Illness” assessment. They will score the assessment. Teacher moves throughout the room to assist students with assessment and scoring. Students will reflect on the following questions:

Explain the kind of year you have had.

What could you do to have a better year?

Preparation for stress management plan

Teacher moves throughout the room to assist students with assessment and scoring.

### Summary

Teacher begins a brief discussion of the reflections. Teachers emphasizes that stress is a natural part of everyone’s life and how well a person copes with stressful situations will determine how healthy and fulfilled his or her life will be. Teacher also explains and clarifies the stress diary assignment.

Revisit the Essential Question

## Exemplary Lesson Plan

**Subject: Physical Education**

**Grade Level: 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>**

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

#### Lesson: Physical Fitness

NASPE Content Standards  
Social Emotional Learning  
Personal Fitness & Wellness

#### Standard 1

Students will have the necessary knowledge and skills to establish and maintain personal health physical fitness, participate in physical activity, and maintain personal health.

Perform appropriate warm-up and cool-down exercises before and after vigorous activity to avoid muscle injury. Demonstrate self-control and the ability to cope with success and failure.

#### Standard 2

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will contribute positively to the social climate as participants or spectators in group sports, games, fitness exercises and recreational activities. Students will wear proper attire and learn the proper use of facilities with attention to safety hazards.

#### Essential Question

Why is physical activity essential in the development of *physical fitness*?

Begin each class  
with the  
Essential Question

#### Objectives(s)

Cognitive Outcomes, Psychomotor Outcomes, Affective Outcomes

Identify the components of physical fitness: muscle strength, muscle endurance, heart/lung endurance, and flexibility.

Demonstrate at least two exercises which contribute to the physical fitness component of flexibility.

Explain that physical activity helps one to become physically fit, which contributes to general good health.

Demonstrate at least three large muscle exercises which contribute to the physical fitness component of muscle strength.

#### Assessment

Teacher asks students to perform at least three of the following exercises, doing 5 repetitions of each exercise: push-ups, sit-ups, curl-ups, or jumping jacks.

Teacher asks students to select one of two ways to answer the question: "What great positive good can result from a habit of physical activity?" Students may use a brief verbal explanation or a brief written explanation.

Teacher asks students to select one of three ways to answer the question: "Choose a sport; describe how participation in this sport develops each of the four parts of *physical fitness*. If certain parts of fitness are not worked on, which ones are they?" Students may use a brief verbal explanation, a brief written explanation or construct a graphic illustration (picture or poster).

Teacher asks students to verbally explain the answer to the questions: "As you leave school and take on the responsibility for your own way of living, who will ultimately be responsible for your own health and fitness? What do you plan to do?"

Teacher asks students to verbally explain the answer to the question: "What description is assigned to a category of sports which people can play throughout their entire lifetime?"

(5<sup>th</sup> Grade Only) Teacher asks students to select one of three ways to answer the question: “Choose a *lifetime sport*; describe how participation in this sport develops each of the four parts of physical fitness. If certain parts are not worked on, which ones are they?” Students may use a brief verbal explanation, a brief written explanation or construct a graphic illustration (picture or poster).

Formal & Informal

### **Materials Needed**

Individual exercise mats or large mat (clean and disinfected)

Polar Heart monitors

Gymnasium

Paper, pencils, crayons, etc.

### **Learning Extensions**

*Fitness Related Skills:* anaerobic pathways, muscular strength and endurance, posture, and flexibility.

*Interdisciplinary Concepts:* counting and recording data (math), cardiovascular endurance and muscle identification (science), healthy lifestyles (health).

*Pro-Social Skills:* expressing your feelings, self image, ability to reduce stress, strong mental function and emotional health.

## The Workshop

### Review, Preview and Connections

Activating prior knowledge

Entry: Class jogs for two minutes either on the perimeter of the gymnasium or through a coned pattern.

Warm Up Module: Lower Body Stretch: Lead the students through stretches for their lower body quadriceps, hamstring, and the gastrocnemius groups, explaining the differences between dynamic and passive stretching.

Health Related Fitness Concept Module: The Lungs: oxygen enters the lungs through inspiration, or the breathing of air. Carbon dioxide is removed from the lungs through expiration, or breathing out of air. The lungs move about 6 liters of air per minute at rest. During exercise, the lungs can move 20 to 30 times the amount of air they normally move when at rest. Make students aware that they also breathe deeper and faster during exercise and, thus, move more air.

### Teacher Presentation

Students will participate in a series of “FITNESSGRAMS” fitness tests following a warm-up period. Explain pacer, curl-ups, shoulder stretch, sit and reach, etc. During the class period students will be reminded of the essential/focus question as they proceed through their class exercises and lesson.

### Work Time (20 -30 minutes)

Teacher will move throughout the gymnasium and assist students. Students will record data with their partner and give a brief explanation of the benefits derived from physical fitness and exercise.

### Summary

Students will continue to revisit the Essential Question and begin to synthesize the benefits derived from physical activity as they progress through their physical fitness tests. Assessment will continue with teacher and student(s).

Students revisit Objectives and Essential Question

## Exemplary Lesson Plan

**Subject: Elementary Music**

**Grade Level: 2**

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

#### **Standard 1: Creating and Performing in the Arts**

- 1.1 Students will compose original music
- 1.2 Students will perform music written by others
- 1.5 Students will engage in individual and group musical and music-related tasks

#### **Standard 2: Knowing and Using Arts Materials and Resources**

- 2.4 Students will know the vocations and avocations available to them in music.

#### **Essential Question**

Who is the person that leads the orchestra?  
What are his/her jobs?

#### **Objectives(s)**

Students will become aware of the conductor as an integral component of an ensemble.  
Students will learn about the work of a conductor.

#### **Assessment**

Teacher assesses the students' ability to follow the conductor while performing.

#### **Materials and Resources Required**

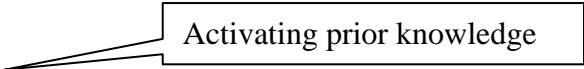
"The Remarkable Farkle McBride" by John Lithgow. Instrument tape

#### **Extensions:**

#### **Vocabulary:**

conductor

## The Workshop



Activating prior knowledge

### **Review, Preview and Connections (3 minutes)**

Name Game – do name game with body percussion

### **Teacher Presentation (10 minutes)**

Introduce the “conductor” and the job responsibilities of the conductor.

Demonstrate the work of the conductor: stands in front of the ensemble, and keeps a steady beat.

Demonstrate loud/soft, fast/slow, start/stop. Practice with familiar songs.

Read “The Remarkable Farkle McBride”.

Play recordings of each instrument.

Demonstrate “conducting” to the tape.

### **Work Time (15 minutes)**

Allow students to pretend to play the various instruments and to conduct.

Have one student be the conductor as the other students use body percussion or play Orff instruments.

### **Summary (2minutes)**

Review the work of the conductor. Ask the children specifically what the conductor does and how.



Students revisit Objectives and Essential Question

**Subject: General Music**

**Grade Level: Secondary**

### **Lesson Preparation and Planning**

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

#### **Standard 1: Creating and Performing in the Arts**

- 1.1 Students will compose original music.
- 1.2 Students will perform music written by others.
- 1.3 Students will understand and use the basic elements of music in their compositions.
- 1.4 Students will understand and use the basic elements of music in their performances.
- 1.5 Students will engage in individual and group musical and music-related tasks.
- 1.6 Students will describe the various roles and means of creating, performing, recording, and producing music.

#### **Standard 2: Knowing and Using Arts Materials and Resources**

- 2.2 Students will use various resources to expand their knowledge of listening experiences, performance opportunities and/or information about music.
- 2.4 Students will know the vocations and avocations available to them in music.

#### **Essential Question**

Can you identify and play the notes on the bass clef?

#### **Objectives(s)**

This lesson builds on the previous knowledge the students have learned about the staff, clef signs, and notes.

#### **Assessment**

Teacher assesses the students' participation and accuracy in playing music.

#### **Materials and Resources Required**

Music manuscript paper, teacher prepared worksheets, glockenspiels, mettallophones and xylophones

\*Note: on manuscript paper: CABBAGE, ACE, BABE, DAD, DEAD, BEE, AGE, GAGE, BAGGAGE, CAGE, ADD, BAD, EGG, BEG, BAGGED, BAG, CEDE, CAB

#### **Extensions:**



## The Workshop

Activating prior knowledge

### Review, Preview and Connections (5 minutes)

Review letter names of notes

### Teacher Presentation (5 minutes)

Explain line names of the Bass Clef: G,B,D,F,A. Spaces of Bass Clef: A,C,E,G. Have notes written on manuscript and have students tell names of notes. Using xylophone, matallophone, glockenspiels, play the music.

Students Centered

### Work Time (15 minutes)

In pairs, students complete manuscript worksheet.

Students take turns playing the music that is written.

Students compose their own music by placing notes on the manuscript paper.

Students play music for their partner.

### Summary (5 minutes)

Student discussion about music notes they composed and performed.

Students revisit Objectives and Essential Question

## Exemplary Lesson Plan

**Subject: Elementary Instrumental**

**Grade Level: NA**

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

#### **Standard 1: Creating and Performing in the Arts**

- 1.2 Students will perform music written by others.
- 1.4 Students will understand and use the basic elements of music in their performances.
- 1.5 Students will engage in individual and group musical and music-related tasks.

#### **Standard 2: Knowing and Using Arts Materials and Resources**

- 2.1 Students will use traditional instruments to create and perform music.
- 2.2 Students will use various resources to expand their knowledge of listening experiences, performance opportunities and/or information about music.

#### **Standard 3: Responding to and Analyzing Works of Art**

- 3.1 Students will demonstrate the capacity to listen to and comment on music.

#### **Essential Question**

What are the musical terms and how do they influence a performer?

#### **Objectives(s)**

- Students will be able to identify musical terminology in their music.
- Students will know how to count throughout a piece of music.
- Students will have a conscious understanding of the need to keep a steady beat in music.

#### **Assessment**

- Students self assess their performance.
- Students compare their performance with the performance of the ensemble.
- Ask students to describe the difference between when they played individually and when they played as an ensemble.
- Can students explain what happens when there is a steady beat and when there is not a steady beat?

#### **Materials and Resources**

Method books, flash cards of musical symbols (teacher made), instruments

#### **Extensions:**

- Direct students to other possible resources for learning musical vocabulary, i.e. music magazines, music books, websites.
- Encourage students to continue playing songs from their method books.

#### **Vocabulary**

Clef sign, staff, time signature 4/4, measure, bar line, double bar, whole note, whole rest, quarter note, quarter rest

## The Workshop

Activating prior knowledge

### Review, Preview and Connections (5 minutes)

Students write in the counting in song “Band on Parade” in the band method book.

Students share work with “neighbor” and discuss.

As a whole group students clap and count through the song.

Students should warm-up on the instruments. Breathing techniques and Tone production reviewed.

### Teacher Presentation (5 minutes)

Introduce music vocabulary: Clef sign, staff, time signature 4/4, measure, bar line, double bar, whole note, whole rest, quarter note, and quarter rest. Have the students find and report on meaning from the glossary in back of method book.

Use teacher created flash cards to reinforce musical terminology.

Students Centered

### Work Time (15 minutes)

Woodwinds and brass will perform concert notes D,C, and Bb using “pleasant” tone.

Percussionists will perform quarter notes and quarter rests.

Instruct students to count 1-2-3-4, begin buzzing (brass) and articulation (ww) on mouthpieces alone.

Identify students who can sustain it the longest and loudest.

Counting 1-2-3-4, use the fully assembled instruments for a long-tone contest on a concert D,D, Bb.

Identify who can sustain the note the longest.

### Summary (5 minutes)

Percussionists should be able to explain why it is important to count aloud while playing. Long tones should be practiced at home as well as during warm-up at home.

Review musical terminology.

Students revisit Objectives and Essential Question

## Exemplary Lesson Plan

**Subject: Secondary Instrumental**

**Grade Level: NA**

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

#### **Standard 1: Creating and Performing in the Arts**

- 1.2 Students will perform music written by others.
- 1.3 Students will understand and use the basic elements of music in their performances.
- 1.5 Students will engage in individual and group musical and music-related tasks.

#### **Standard 2: Knowing and Using Arts Materials and Resources**

- 2.1 Students will use traditional instruments to create and perform music.
- 2.2 Students will use various resources to expand their knowledge of listening experiences, performance opportunities and/or information about music.
- 2.3 Students will identify opportunities to contribute to their communities, music institutions, including those embedded in other institutions.

#### **Standard 3: Responding to and Analyzing Works of Art**

- 3.1 Students will use concepts from other disciplines to enhance their understanding of music.
- 3.4 Students will use concepts from other disciplines to enhance their understanding of music.

#### **Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts**

- 4.1 Students will develop a performing and listening repertoire of various genres, styles and cultures that represent the peoples of the world and their manifestations in the United States.

#### **Essential Question(s)**

What is musical expression? What elements of music are used to express a song?

#### **Objectives(s)**

Students will understand how musical expression enhances music. Students will learn the notations for musical expression and how to play them appropriately.

#### **Assessment**

Students self assess their performance using predetermined Rubric evaluation of group and individual performance.

#### **Materials and Resources**

Traditional melodic and rhythmic instruments, overhead projector, CD player and CD's

#### **Extensions:**

Direct students to other possible resources for learning musical vocabulary, i.e. music, magazines, music books, and websites.

Encourage students to continue playing songs from their method books.

**Vocabulary:** musical expression, tempo, phrasing, accents, dynamics

## The Workshop

Activating prior knowledge

### Review, Preview and Connections (5 minutes)

Review of standard notation systems and terms. Teacher plays recorded music indicating the various dynamics heard. Sheet music is viewed and followed so that students can see the markings that indicate dynamics.

### Teacher Presentation (10 minutes)

Define the term “dynamics”.

Have the students give definitions of “dynamics”.

Have the students list some dynamic markings.

Have the students give definition of musical terms.

Students play scale using dynamics.

Listen to Kenny G – Silent Night- analyze musical expression and dynamics.

Analyze and mark dynamics on conductor's score of band arrangement of Silent Night. (This is done on overhead projector.)

Play the song using musical expression.

Teachers ask students: What music standards did we use in this lesson?

Students Centered

### Work Time (23 minutes)

Warm-up: Concert Bb Major scale (using different dynamics)

Read conductor's score and mark dynamics.

Perform music score using appropriate dynamics.

Have the students demonstrate dynamics on their instruments.

While students are working independently, teacher circulates and checks for understanding by questioning students. Listening to individual performances and providing immediate feedback.

### Summary (5 minutes)

Review markings indicating musical expression.

Students revisit Objectives and Essential Question

## Exemplary Lesson Plan

**Subject: Elementary Art**

**Grade Level: 5**

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

#### **Standard 1: Creating and Performing in the Arts**

- 1.3 Students will use a variety of art materials, processes, mediums, and techniques.
- 1.4 Students will use appropriate technologies for creating and exhibiting visual art works.

#### **Standard 2: Knowing and Using Arts Materials and Resources**

- 2.1 Students will use a variety of visual arts materials, technologies and processes.
- 2.3 Students will use appropriate materials. (art reproductions, slides, print, electronic media)
- 2.4 Students will be aware of vocational options available in the visual arts.

#### **Standard 3: Responding to and Analyzing Works of Art**

- 3.1 Students will reflect on, interpret and evaluate works of art using the language of art criticism.

#### **Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts**

- 4.1 Students will explore art and artifacts from various historical periods.
- 4.2 Students will explore art to understand the social, cultural and environmental dimensions of human society.

#### **Essential Question(s)**

- What does the term “printmaking” mean?
- What is an artistic process used to create a self-portrait print?

#### **Objectives(s)**

- What do these artists self-portraits seem to tell you about them as people?
- Andy Warhol used a printmaking technique to repeat his self-portrait, so will the students.
- Have the students look at their own faces in mirrors and learn where to place features.
- Students using previously learned skill of drawing facial features in proportion.
- Students will learn about artists.
- Students will create a self-portrait print.
- Students will experience the process of printing multiple self-portraits.

#### **Assessment**

- Assessment is ongoing throughout the creative process, including the production of the palate and the actual printing of the work. Final assessment will be a class critique allowing all students opportunities to think and speak critically about a work of art. (Standard 3)
- Is the student able to define the term “printmaking?” Does the student use appropriate art vocabulary in speech and writing in the art room?

**Materials and Resources:** Visuals: Frida Kahlo – Taschen book and Andy Warhol silk screen

**Extensions:** Mexico, Mexican artists, Female artists, Pop art, American artist, Advertising/Art Career

## The Workshop - Day 1

Activating prior knowledge

### Review, Preview and Connections (5 minutes)

Review proportion rules for drawing facial features. Practice drawing portraits. Remind students of previous drawing lesson(s). Draw practice portraits using guide lines to locate features.

### Vocabulary

Portrait, self-portrait, printmaking, printing plate, ink, brayer, baren, repeat, repetition, compose, critique, observation

### Teacher Presentation (15minutes)

Introduce vocabulary

Draw a self-portrait from observation

Introduce artists and their self-portraits. Take them through practice face drawing with guidelines. Then, have students pair up and draw the face from observation.

Review feature placement and observation. Students will draw simple self-portrait from the mirror. Trace with charcoal (can use carbon paper for this step, rub onto cardboard) follow lines with glue.

Prepare 12 x 18 paper by folding paper into quarters, unfold, put name on back, paint each quarter a different color –swirls, pattern, solid.

Roll black ink with brayer on Plexiglass and then onto glue plate

Press plate onto one quarter section of painted paper, slide paper and turn over paper with plate attached to rub back of paper with baren.

Peel off paper, unfold, repeat in each quarter.

Students Centered

### Work Time (20 minutes)

Draw a self-portrait from observation

Introduce artists and their self-portraits. Take them through practice face drawing with guidelines. Then they will pair up and draw the face from observation.

Review feature placement and observation. Students will draw a simple self-portrait from the mirror. Trace with charcoal (can use carbon paper for this step, rub onto cardboard) follow lines with glue.

### Summary (5 minutes)

What do these artists self-portraits seem to tell you about them as people?

Review printmaking techniques Andy Warhol used to repeat his self-portrait. Review face drawing with guidelines, and feature placement and observation.

Students revisit Objectives and Essential Question

## The Workshop - Day 2

Activating prior knowledge

### Review, Preview and Connections (5 minutes)

Review self-portrait from observation and introduce artists and their self-portraits. Take them through practice face drawing with guidelines. Have students pair up and draw a simple self-portrait from the mirror. Trace with charcoal (can use carbon paper for this step, rub onto cardboard) follow lines with glue.

### Teacher Presentation (10 minutes)

Introduce vocabulary

Trace with charcoal (can use carbon paper for this step, rub onto cardboard) follow lines with glue.

Prepare 12 x 18 paper by folding paper into quarters, unfold, put name on back, paint each quarter a different color –swirls, pattern, solid.

Roll black ink with brayer on Plexiglass and then onto glue plate

Press plate onto one quarter section of painted paper, slide paper and turn over paper with plate attached to rub back of paper with baren.

Peel off paper, unfold, repeat in each quarter.

Students Centered

### Work Time (35 minutes)

Trace with charcoal (can use carbon paper for this step, rub onto cardboard) follow lines with glue.

Prepare 12 x 18 paper by folding paper into quarters, unfold, put name on back, paint each quarter a different color –swirls, pattern, solid.

Roll black ink with brayer on Plexiglass and then onto glue plate

Press plate onto one quarter section of painted paper, slide paper and turn over paper with plate attached to rub back of paper with baren.

Peel off paper, unfold, repeat in each quarter.

### Summary (5 minutes)

Can students explain the printing process using appropriate art vocabulary?

Students revisit Objectives and Essential Question



## **The Workshop - Day 3**

### **Review, Preview and Connections (5 minutes)**

Review artist and printmaking process

### **Teacher Presentation (10 minutes)**

Introduce vocabulary

Discuss critique process and behaviors

### **Work Time (35 minutes)**

Class critique of finished works

### **Summary (5 minutes)**

Review the critique process including student behaviors.

## Exemplary Lesson Plan

**Subject:** Art

**Grade Level:** Secondary

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

#### **Standard 1: Creating and Performing in the Arts**

- 1.1 Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.
- 1.2 Students will understand and use sensory elements, organizational principles and expressive images to communicate their own ideas in works of art.
- 1.3 Students will use a variety of art materials, processes, mediums, and techniques.

#### **Standard 2: Knowing and Using Arts Materials and Resources**

- 2.1 Students will use a variety of visual arts materials, technologies and processes.
- 2.3 Students will use appropriate materials (art reproductions, slides, print, electronic media.)

#### **Standard 3: Responding to and Analyzing Works of Art**

- 3.1 Students will reflect on, interpret and evaluate works of art using the language of art criticism.
- 3.3 Students will explain the social, cultural, psychological and environmental dimensions of the visual arts.
- 4.1 Students will explore art and artifacts from historical periods and world cultures to discover the roles that art plays in the lives of people in a given time and place and to understand how the time and place influence the visual characteristics of the art work.

#### **Essential Question(s)**

How does an artist evoke emotion using color and composition?

#### **Objectives(s)**

Students will know how to apply design concepts to the creation of abstract art.  
Students will understand how artists use color and composition to convey or evoke emotion.  
Students will learn the historical origins of, and artists associated with, the abstract movement.

#### **Assessment**

Critique: students self-assess and explain the process and product of the lesson.

#### **Materials and Resources:**

Still-life, 18 x 24 paper (2 pieces), pencils, viewfinder, oil pastels

**Extensions:** Research an abstract artist


#### **Vocabulary**

color, hue, saturation, blending, abstract, still-life, shape, line, movement, composition, positive space, negative space, visuals of abstract art

## The Workshop - Day 1

### **Review, Preview and Connections (5 minutes)**

Collect and prepare materials, review color theory



Activating Prior Knowledge

### **Teacher Presentation (10 minutes)**

Introduce abstract art, artists, and historical component, explain process, and demonstrate activity.

### **Work Time (22 minutes)**

Draw a still-life (realistic) in pencil on paper. Draw only the still-life. Students should fill the surface, using very little negative space. Be certain to add details.


### **Summary (5 minutes)**

Review terminology and discussion of abstract art.

## The Workshop - Day 2

### **Review, Preview and Connections (5 minutes)**

Collect and prepare materials



Activating Prior Knowledge

### **Teacher Presentation (5 minutes)**

Introduce abstract art, artists, and historical component. Explain process, demonstrate activity.

### **Work Time (22 minutes)**


Using a viewfinder, locate a section of the drawing (created on Day 1) that has an interesting composition. Recreate the composition on the second piece of 18 x 24 paper. Enlarge the composition to fill the surface, Expand the abstraction by enlarging specific shapes.

### **Summary (5 minutes)**

## The Workshop - Day 3

### **Review, Preview and Connections (5 minutes)**

Collect and prepare material



Activating Prior Knowledge

### **Teacher Presentation (5 minutes)**

Introduce abstract art, artists, and historical component. Explain process, demonstrate activity.

Review color theory

### **Work Time (22 minutes)**

Add color to the piece using oil pastels, the color can be blended.

The color should convey emotion.

### **Summary (5 minutes)**

Review terminology and discussion of abstract art.

Compare the first drawing (realistic still-life) with the abstraction drawing so students have personal visual representation of the difference between realistic and abstract art.

## Exemplary Lesson Plan

**Subject: Library**

**Grade Level: Kindergarten**

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

#### **Standards(s)**

##### **Content Standard:**

NYS: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment.

##### **Library Information Skills Standard:**

Standard I. Accesses information efficiently and effectively

Students will understand the difference between a fiction and a non-fiction book.

#### **Essential Question(s)**

How do we determine if a book is fiction (full of non-factual information)?

For what purpose do we read fiction books?

How are fiction books grouped on the library's shelves?

#### **Objectives(s)**

Students will be able to identify a fiction book as a book that has information that is not all true.

Students will locate fiction books by the same author together on the library shelf.

#### **Assessment**

Students will be able to identify a book as a fiction or a non-fiction book.

Students will be able to locate a fiction book by their favorite author in the fiction section.

#### **Materials and Resources:**

*When Martha's Away* by Ingman

Whiteboard and dry erase marker

**Extensions:**

Suggested pairings for Fiction and Non-Fiction titles (Science)

<b>NON –FICTION</b>	<b>FICTION</b>
<i>Chirping Crickets</i> by Melvin Berger (Harper Collins) 595.726 BER	<i>I Wish I were a Butterfly</i> by James Howe (Harcourt)
<i>Cockroaches</i> by Tamary Green (Gareth Stevens) 595.7 GRE	<i>Crickwing</i> by Janell Cannon (Harcourt)
<i>The Magic School Bus Inside a Beehive</i> by Joanna Cole (Scholastic) 595.799 COL	<i>The Bee Tree</i> by Patricia Polacco (Puffin)
<i>Creepy Beetles!</i> By Fay Robinson and Jean Cassels (Scholastic)	<i>Breakout at the Bug Lab</i> by Ruth Horowitz (Puffin)
<i>Monarch Butterfly</i> by Gail Gibbons (Holiday House) 595.789 GIB	<i>Gotta Go! Gotta Go!</i> by Sam Swope (Farrar, Straus, and Giroux)
<i>It's an Ant's Life: My Story of Life in the Nest</i> by Steve Parker (Reader's Digest)	<i>Hey, Little Ant</i> by Phillip and Hannah Hoose (Tricycle Press)
<i>Are You a Grasshopper?</i> by Judy Allen (Kingfisher) 595.726 ALL	<i>The Ant and the Grasshopper</i> by Amy Lowry Poole (Holiday House)
<i>Becoming Butterflies</i> by Anne Rockwell (Walker) 595.789 ROC	<i>The Beautiful Butterfly</i> by Judy Sierra (Houghton Mifflin)

# The Workshop

## Review, Preview and Connections

Activating Prior Knowledge

The librarian will show the children a copy of the non-fiction book about cats that was read last week and discuss why books are called non-fiction. The librarian introduces the book *When Martha's Away*.

## Teacher Presentation

Ask students what fiction means. Most will know they are make-believe stories. Explain that fiction books are stories that contain few facts. The pictures are illustrations and not photographs, and we read them for pleasure rather than to gather information. Share that fictional books often have a lesson we might learn.

Show where fiction books are shelved, in the easy and chapter book sections of the library. They are put away by the author's last name, not by what they are about as non-fiction books are. The librarian reads a fiction book about a cat. As I read, if the students hear or see something that they know is not true, they are asked to raise their hands and tell the teacher. Their responses are written on the board and the reasons why the information is not true.

Then ask for the name of a favorite author. The librarian goes to the shelf where the author's books are located. The librarian repeats that they are all together but they are not all about the same subject, just by the same author.

## Work Time

The children are given time to select books for home reading.

Review Essential Question

## Summary

Students will become more independent library users through the understanding of the differences between fiction and non-fiction books, and how they can be found in the library.



## Exemplary Lesson Plan

**Subject: Health/Library**

**Grade Level: High School**

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

#### **Standards(s)**

##### **Content Standard:**

NYS: Health Standards I, II, and III

Students will have the necessary knowledge and skills to establish and maintain personal health.

##### **Library Information Skills Standard:**

Standard II: Evaluates information critically and competently.

Students will understand the traditional and emerging principles for assessing information.

#### **Essential Question(s)**

What health knowledge and skills do I currently use to be safe and healthy?

What health knowledge and skills do I need to learn to be safe and healthy?

If I am using a website for my information, how do I know that it is reliable?

#### **Objectives(s)**

Student will learn the elements of a reliable and non-reliable website.

Students will analyze the elements of a good and bad website by using a criteria checklist.

Students will find reliable, safe websites to use for their personal stress management project.

#### **Assessment**

Students will be observed using reputable websites, rather than “Goog-ling” to websites.

Students will include a webliography of websites used, for evaluation by the health teacher and the librarian.

#### **Materials and Resources:**

Internet accessible lab


Criteria checklist for evaluation of websites

#### **Learning Extensions**

Students will create a personal plan for stress management, under the direction of the health teacher.

## The Workshop

### Review, Preview and Connections



Activating Prior Knowledge

The students will have receives all information and hand-outs relevant to doing their project. The librarian and the teacher meet the class together in the classroom prior to the trip to the library, to explain the library lesson.

### Teacher Presentation

The librarian introduces the concept of “good” and “bad” websites by showing them on an LCD projector in the computer lab. The students discuss what is “good” and “bad” about the websites. The librarian introduces the students to cliconhealth.org, a website of reputable information on health and wellness, and discusses what is “good” about the website. After the discussion, the students receive a checklist of web evaluation criteria, for use in their own projects.

### Work Time

The students search various websites to acquire information about their projects.



Review Essential Question

### Summary

Students will become more independent library users through the understanding of the differences between “good” and “bad” websites. Research shows that the majority of information searching on the Internet is health or medical related. This lesson will help to reinforce the life-long skill of analyzing information for personal use.

\*Note: This lesson was modified from a unit plan developed by Alice Palokoff, the librarian, and Audrey Korokeyi, the health teacher at Wilson Magnet High School.

## Exemplary Lesson Plan

**Subject: Counseling**

**Grade Level: 7**

### Lesson Preparation and Planning

**Considerations:** As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.

#### **Standards(s)**

NYS Learning Standard CDOS Standard I: Career Development:

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

#### **Performance Indicator(s)**

Students will demonstrate knowledge about traditional and non-traditional occupations.

#### **Standard(s):**

New York State Learning Standard CDOS Standard 2: Integrated Learning:

#### **Performance Indicator(s)**

Students will demonstrate how academic knowledge and other skills are applied in the workplace and other settings.

#### **Essential Question(s)**

How are skills learned in school used on the job?

#### **Objectives(s)**

Students will prepare for an informational interview by role-playing elements of a successful interview.

Students will interview an adult regarding his/her job.

Students will understand how skills learned in school are used on the job.

#### **Assessment**

Students will write a brief report on their interview which will be graded (using a rubric).

Students will give an oral report on their interview which will be graded (using a rubric).

#### **Materials and Resources:**

Interview worksheet (includes name of person interviewed, occupation), and the following questions: What is your job? What do you do at your job? How do you use writing skills in your job? How do you use math skills in your job? Which of these three skills is the most important in your job?

#### **Learning Extensions:**

Students will share their work through oral presentations to the entire class. A rubric will be completed for the oral presentation. Students will also research the job by using *My Road* computer web-based learning tool and use other resources such as the Occupational Outlook Handbook and O'Net to find other information on the job.

## The Workshop

This lesson is part of a unit on career exploration. This is the first or introductory lesson in the unit. The focus of the unit is to research a job of interest to the student. Academic rigor is built into this unit as students use informational interviewing skills to interview an adult presently in this job, writing a report summarizing their findings, presenting the findings orally to the class, and using other resources (such as websites) which provide additional job information.

### Review, Preview and Connections



Activating Prior Knowledge

Upon entering the classroom, students will see a sample occupation on the board. Students will be asked to brainstorm what they know about that job and to discuss related skills used on that job which are related with their education in school.

### Teacher Presentation

The counselor will pose objectives listed above and the Essential Question. Counselor will lead a discussion on how skills used in school relate to the outside world of work. The counselor will hand out the interview form, and read through it with the students, giving instructions for interviewing and filling out the worksheet. The counselor will then select a student and model an interview.

### Work Time

Students will be divided into triads, with one being the interviewer, one the interviewee, and the third the process observer. Students will each have a chance to be in each role. After each interview (approximately 8-10 minutes) the process interviewer will give feedback to the interviewer.



Review Essential Question

### Summary

Counselor will begin a discussion of reflections on the interviews. Students will share what they learned about the interview process. They will now be ready to complete their own interviews with an adult. Counselor will explain and clarify the next steps in this unit.

**SCAFFOLDING  
A STRATEGY LESSON  
READER'S WORKSHOP**

**Lesson Preparation and Planning**

**Grades: K – 6 (Can be adapted with the selection of appropriate material to accommodate any grade level)**

**Considerations: As the teacher prepares and plans their lesson, consideration should be given to the following elements of effective lesson planning.**

Moving students from literal to higher order thinking is critical literary development. The skills and strategies necessary to support students as they acquire proficiency that leads to automaticity in the application of these skills and strategies should begin with scaffolding as a step by step process which offers full support to students. Each step is critical to the success of the student's understanding of the process. Each step is dependent on the one preceding it. In order for students to be able to retell a story or summarize a story, we must teach students the process. Instruction for scaffolding is incremental, necessitating that the classroom teacher, prior to the students attempting it on their own, models each step for students. Scaffolding provides students with a foundation on which to build.

Students need explicit teaching with clear and relevant demonstrations. Too many new concepts to learn simultaneously can overload a student's working memory and interfere with sustained learning. Scaffolding, an incremental process, provides the support needed to guide students along a path that leads to success.

This series of Teacher Presentation on SCAFFOLDING has an overall **ESSENTIAL QUESTION: RETELLING or SUMMARY: What is the difference?**

This is the Essential Question for the overall objective of this series of scaffolded Teacher Presentations. It is to be introduced in Teacher Presentation # 1 and referred to throughout the series.

There is also an **ESSENTIAL QUESTION** for each Teacher Presentation. Use writing strips to record all Essential Questions. Post them in the classroom and refer to them daily.

An Essential Question will accompany each Teacher Presentation. The purpose is not only to accentuate the objective of each Teacher Presentation, but to produce a cumulative effect that will lead students to success in addressing the overall Essential Question at the end of the series.

## **OPPORTUNITIES FOR DIFFERENTIATED INSTRUCTION**

Differentiated instruction addresses the different ability, different levels of readiness for learning, different life experiences, and different skills of students. It offers multiple options for taking in information, making sense of ideas, and expressing learned concepts. The scaffolding strategy works for students regardless of ability level. Teacher Presentation # 1 on SCAFFOLDING demonstrates how differentiation and academic intervention can be included in daily lesson planning.

### **MATERIALS NEEDED FOR THIS SERIES OF SCAFFOLDED LESSONS**

Chart Stand	Chart Paper	T-Chart
Markers	Tape	Transparency of short story
Index Cards	Writing Strips	Overhead Projector

### **TEACHER PRESENTATION # 1 ON SCAFFOLDING**

#### **Standard(s)**

##### **New York State ELA Standard**

Students will read, write, listen and speak for critical analysis and evaluation.

##### **NCEE New Standards Performance Standards**

The student reads and comprehends informational material to develop understanding and expertise and produces written or oral work that restates or summarizes information. (This element of the standard is stated verbatim for both elementary and middle school.)

Standards are included from both New York State and the National Center on Education and the Economy. The latter is more specific and focuses on the element of the standard being addressed in the Teacher Presentation.

#### **Essential Question(s)**

What is RETELLING?

#### **Assessment**

The assessment will be informal based on teacher observations of student responses during the review, preview and connections activity, work time and in the summary. Maintain a log of your observations. Make special notations on the quality of student responses.

Observing student performance throughout the workshop, rather than at the end of the series, provides opportunities for you to assess in a variety of settings - independently or with a partner, one-on-one, small groups, whole groups, orally, in written work, etc.

## THE READERS WORKSHOP

### Review, Preview and Connections (5-8 minutes)

#### Teacher Presentation (Introductory Teacher Presentation; not to exceed 15 minutes)

The teacher Presentation is short, focused instruction, connecting student needs with the Teacher Presentation. The teacher is to model, demonstrate, and provide examples for students of the skills or strategies being taught.

#### Essential Questions: Retelling or Summary

What's the difference? Introduce this overall theme to students. Explain that by the end of this series of scaffolded Teacher Presentations they will be able to distinguish between the two strategies and will also be able to produce a retelling and a summary. (Record both on writing strips and post in the classroom.)

“For the next few weeks we are going to learn about two strategies that will help you better understand what you read. These two strategies are RETELLING AND SUMMARIZING.” (Explain word forms summary/summarize/summarizing) “We will begin with RETELLING first. Later, we will learn how to give a summary of a story or passage.”

“Retelling is telling the events in a story or passage in sequential order. When you retell a story you should start at the beginning and continue until you finish the story. This T-chart will show you what to include in a retelling.” (Discuss in detail, giving examples, illustrations, etc.)

This graphic organizer supports students in recalling descriptors that distinguish between the two strategies. It is to be posted and visible in the classroom for the students to refer to when needed.

RETELLING	SUMMARY
A retelling should include... details dialogue sequential order description main ideas	

**Work Time (30 minutes)**

“Listen carefully as I retell Aunt Flossie’s Hats.” (Teacher models the retelling of a story that is familiar to the class and records responses on chart paper.)

Review T-Chart leading students into a discussion on the elements included in a retelling. (Reproduce T-Chart on a paper and post in the classroom.)

Ordinarily during the work time, the role of the teacher is to monitor, assess, conduct individual or small group conferences, guided reading groups, provide guided practice for reluctant learners and form flexible groupings as needed. (Because today’s work is completely teacher-led, these practices cannot occur.)

**Summary (5- 8 minutes)**

Revisit the general Essential Question. Ask students if they can respond fully to the question. Ask what part of it they can explain today. Then ask, “What part of it will we learn about later?”

Now ask students to read today’s Essential Question(s) aloud. Then ask for responses to the question. (To further support and encourage your more reluctant learners, call on them to respond after the answer to the question has been modeled by several of their classmates.)

**Learning Extensions**

Encourage students to do a mental retelling during independent reading time. Unfinished review, preview and connections activity can be completed during Literacy Center Exploration.

**Teacher Notes**

(Record any student observations, comments on the lesson, next steps, etc. in this space.)



## TEACHER PRESENTATION # 2 ON SCAFFOLDING

### **Standard(s)**

#### **New York State ELA Standard 3**

Students will read, write, listen and speak for critical analysis and evaluation.

### **NCEE *New Standards Performance Standards***

The student reads and comprehends informational material to develop understanding and expertise and produces written or oral work that restates or summarizes information. (This element of the standard is stated verbatim for both elementary and middle school.)

### **Essential Question**

What can I include in a RETELLING?

### **Assessment**

The assessment will be informal based on student participation and responses during the review, preview and connections activity, work time and the summary. Enter your observations in your log. Note quality of student responses.

## ***THE READER'S WORKSHOP***

### **Review, Preview and Connections (5-8 minutes)**

Use the index cards on your desk to record at least four events from your last independent reading session.

### **Teacher Presentation (Not to exceed 15 minutes)**

Review yesterday's mini-lesson. Discuss components of a retelling using the T-Chart on display in the classroom.

### **Work Time (30-35 minutes)**

"Now I am going to read *When I Was Young in the Mountains* by Cynthia Rylant. I want you to listen for what is happening in the beginning, middle, and the end of the story. When I am done, you will retell the story. I will record your responses on chart paper." Engage students in a discussion of events that took place at the beginning, middle and end of the story.

Single out a few responses recorded during the retelling. Using the T-Chart, ask students to determine if a particular response is a detail, a description, main ideas, etc. Then ask them if the events are in sequential order. Post the chart in the classroom.

### **Summary (5-8 minutes)**

Have students read the Essential Question aloud. Have students respond to it.

### **Learning Extension**

Ask students to do a retelling in their guided reading group session.

### **Teacher Notes**

(Record student observations, comments on the lesson, next steps, etc. in this space.)

## TEACHER PRESENTATION # 3 ON SCAFFOLDING

### Standard(s)

#### New York State ELA Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

#### NCEE *New Standards Performance Standards*

The student reads and comprehends informational material to develop understanding and expertise and produces written or oral work that restates or summarizes information. (This element of the standard is stated verbatim for both elementary and middle school.)

### Essential Question(s)

What should I do when I retell a biography?

### Assessment

This will be an informal assessment based on written Review, Preview and Connections activity, student engagement and responses during work time, along with the summary activity. Record your observations in your log.

## THE READER'S WORKSHOP

### Review, Preview and Connections (5-8 minutes)

Have the students work as partners. Student A is to tell Student B what was done in *Reading Workshop* yesterday. Student B is to listen to see if the events were retold in sequential order.

### Teacher Presentation (Not to exceed 15 minutes)

"Today we are going to continue our work on learning to retell events. Yesterday, I read *When I Was Young in the Mountains* by Cynthia Rylant. Many of you expressed how much you enjoyed her book and the things she and her brother experienced in the mountains of West Virginia. I thought it might be interesting to learn more about Cynthia Rylant's life. That led me to select this biography, written by Alice Cary, to read to you today. The title of Alice's book is *Cynthia Rylant: a Writer's Story*. It is a biography. What is a biography?" (Solicit responses from students) "A biography is non-fiction. Non-fiction is factual; a true account. Because this biography begins with Cynthia's early life and continues with what she is doing today, we should begin our retelling with early events, things that happened in her middle years and end with what she is doing now."

### Work Time (30-35 minutes)

"I am going to read this biography to you. When I am done, you will retell the events in the story and I will record them on chart paper. Listen for what is happening at the beginning, in the middle, and at the end of the story. Notice that this biography begins with Cynthia as a little girl and ends with her thoughts about writing."

"Boys and girls, I want to begin the retelling with this question: WHAT DO YOU KNOW ABOUT CYNTHIA RYLANT? Start with her early life and continue." (Record student responses on chart paper.) Use the T-Chart to point out responses that correlate to the descriptors.

**Summary (5-8 minutes)**

Let's revisit the Essential Question. "What clue did you have today to help you focus on the retelling of the story?" (the lead question) Encourage students to talk about parts of the biography that were interesting to them. Ask if they had any "wonderings." (things they wondered about that happened in the story) about the biography.

**Learning Extensions**

Ask students to make mental retellings after independent reading sessions. Ask for retellings during guided reading lessons.

**Teacher Notes**

(Record your observations, comments on the lesson, next steps, etc. in this space.)

## TEACHER PRESENTATION # 4 ON SCAFFOLDING

### Standard

#### New York State ELA Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

#### NCEE *New Standards Performance Standards*

The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that restates or summarizes information. (This element of the standard is stated verbatim for both elementary and middle school.)

### Essential Question(s)

What is a SUMMARY?

### Assessment

Collect the written RETELLING produced in the Review, Preview and Connections activity. Observe students as they engage in class discussion during work time and the summary. Enter your observations in your log.

## THE READER'S WORKSHOP

### Review, Preview and Connections (5-8 minutes)

Students read the story on the transparency. After all have read it, remove it. Then have them produce a written retelling of the story.

### Teacher Presentation (Not to exceed 15 minutes)

“Today we are returning to Teacher Presentation #1. (Have the chart visible for students.) Let’s revisit the general Essential Question: RETELLING or SUMMARY: What’s the difference?” Lead them in a discussion of what they have learned about the RETELLING strategy. Then have them focus on the work, SUMMARY.)

“For the past few days we have worked on retelling the events in a story. Now we are going to learn how to summarize as story. A summary is short and to the point. It is much shorter than a retelling. It focuses on the important ideas in a story or passage. Let’s revisit the T-Chart. Notice that only one section of the chart is filled in.” (Engage students in a discussion of the chart around what is there and what is missing.) Add the summary description to the T-Chart as follows:

RETELLING	SUMMARY
A retelling should include... details dialogue sequential order description main ideas	A summary should include... the important or main ideas telling your ideas in a way that make sense making the main points without telling too much only a few details

**Work Time (30-35 minutes)**

“I am going to reread *When I Was Young in the Mountains* by Cynthia Rylant. When I read it before, you were asked to be prepared to retell the events in the story. I recorded your responses on chart paper. Today, we are going to listen to the story again. When we are done, we will work on the summary together.”

Work with your class as a whole group. Elicit guided responses. Example: Who is this story about: Where does she live? Does she live alone? What does she tell about in her story? (Record their responses on chart paper.) The responses to their guided summary may look like this:

**MODEL OF SUMMARY**

*When I Was Young in the Mountains* by Cynthia Rylant

When I was Young in the Mountains is a story about a girl who lived in the mountains in West Virginia with her grandparents and her little brother. She tells about her experiences while growing up in the mountains when she was a child.

Post this summary on the wall next to the retelling of this story. Have students note differences between the two strategies.

**Summary (5-8 minutes)**

Have students engage in a discussion noting differences between a summary and a retelling.

**Learning Extensions**

Homework: Students are to write a retelling of a book of their choice that was read during independent reading time.

**Teacher Notes**

(Record any observations, comments on the Teacher Presentation, next steps, etc. in this space.)

## TEACHER PRESENTATION # 5 ON SCAFFOLDING

### Standard(s)

#### New York State ELA Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

### NCEE *New Standards Performance Standards*

The student reads and comprehends informational material to develop understanding and expertise and produces written or oral work that restates or summarizes information. (This element of the standard is stated verbatim for both elementary and middle school.)

### Essential Question(s)

Why is a SUMMARY much shorter than a RETELLING?

### Assessment

The class will develop a whole-group summary. Record your student's comments, and observations in your log.

## THE READER'S WORKSHOP

### Review, Preview and Connections (5-8 minutes)

Students are to use an index card to record three important things you learned from yesterday's *Reader's Workshop*.

### Teacher Presentation (Not to exceed 15 minutes)

"Today we are going to continue our work differentiating between a RETELLING and a SUMMARY."

Review the previous Teacher Presentation with your class. Encourage students to participate in the discussion. Revisit the T-Chart placing emphasis on what is to be included in a summary. Remind students that a summary is much shorter than a retelling and that it includes mostly main ideas.

### Work Time (30-35 minutes)

"In your last Teacher Presentation, we reread a familiar story that we had written a retelling on and posted on the wall. After rereading the story, we wrote a summary of it and posted it next to the retelling. Today, we are going to reread *Cynthia Rylant: A Writer's Story* by Alice Cary. We read it a few days ago, wrote a retelling, and posted it on the wall. I will read the biography again and together we will develop a group summary."

After the reading, have students reread the retelling that is displayed on the wall. Guide them in identifying the main ideas. The discussion might proceed as follows:

How does the biography begin?

How did she become an author?

How does she write?

What does she enjoy doing?

Where is she now?

How does the story end?

## MODEL OF HOW SUMMARY MIGHT BE WRITTEN

### *Cynthia Rylant: A Writer's Story* by Alice Cary

Cynthia Rylant was born in 1954. She grew up in West Virginia. She enjoys reading and writing. She wrote her first book when she was 25. Cynthia went to college and is now living in Oregon. She writes about things she loves-family, pets, friends and the mountains. She makes notes of interesting things to write about. She has written many books. Cynthia Rylant is not her real name.

#### **Summary (5-8 minutes)**

Form small groups of three to four students. Have them engage in a conversation on what a summary is and why it is shorter than a retelling.

#### **Learning Extensions**

Homework: Watch one of your favorite television shows or videos tonight. Write a summary of the show you watched. Remember, a summary is short and includes the main ideas.

#### **Teacher Notes**

(Record any observations, comments on the lesson, next steps, etc. in this space.)

## **TEACHER PRESENTATION # 6 ON SCAFFOLDING**

### **Standard(s)**

#### **New York State ELA Standard 3**

Students will read, write, listen and speak for critical analysis and evaluation.

### ***NCEE New Standards Performance Standards***

The student reads and comprehends informational material to develop understanding and expertise and produces written or oral work that restates or summarizes information. (This element of the standard is stated verbatim for both elementary and middle school.)

### **Essential Question(s)**

RETELLING or SUMMARY: What is the difference?

### **Assessment**

There will be a written assessment of a retelling and a summary produced during work time. Collect it. Select two or three of the summaries, put them on transparencies for students to analyze the next day. (Make choice of summaries that range from exemplary to poor.)

## ***THE READER'S WORKSHOP***

### **Review, Preview and Connections (5-8 minutes)**

Last night you wrote a summary of a television show or video you watched. Find a partner. Take turns reading the summary you wrote to your partner. Collect last night's homework and analyze for content and quality.

### **Teacher Presentation (Not to exceed 15 minutes)**

Select two summaries- one exemplary, one in need of improvement that were completed for homework and record them on chart paper. Guide students as the class analyzes the summaries. Point out the positive; make improvements where needed. (Use T-Chart)

### **Work Time (30-35 minutes)**

"Today, I am going to distribute two short stories or passages – one fiction, one non-fiction. You are to read both. After reading the two, chose one of them and write a retelling and a summary using the graphic organizer on your desk. (Students can also create their own T-Chart that is appropriate for them on paper.) As you work, feel free to use the models that are posted in the classroom.

### **Summary (5-8 minutes)**

Have several students share both their retelling and their summary. Students may make appropriate comments on their classmate's performance.

### **Learning Extensions**

Place exemplary class work assignments in the classroom Literacy Center for students to read during exploratory literacy development.

### **Teacher Notes**

How did SCAFFOLDING work for you and your students? Know that retelling is easier for students to grasp than summarizing. Summarizing is more complex and should be worked on continuously. Additional Teacher Presentations using the SCAFFOLDING strategy might be needed.



## THE READER'S WORKSHOP

TITLE OF STORY YOU CHOSE \_\_\_\_\_

YOUR NAME \_\_\_\_\_ DATE \_\_\_\_\_

## THE READER'S WORKSHOP

TITLE OF STORY YOU CHOSE \_\_\_\_\_

YOUR NAME \_\_\_\_\_ DATE \_\_\_\_\_

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