

FRAMEWORK OF AN ACTIVELY ENGAGED CLASSROOM

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PART I

**HOW DO YOU ACTIVATE
PRIOR KNOWLEDGE?**

- ASKING QUESTIONS**
- PRE-TEST**
- CONNECTING THEM TO CURRENT
EVENTS**

HOW DO OPEN A LESSON?

- **READING**
- **CONNECTING IT TO THE PREVIOUS CHAPTERS**
- **ASKING QUESTIONS**
- **VOCABULARY**
- **GEOGRAPHY ACTIVITIES**
- **POLITICAL CARTOONS**

**HOW DO YOU CLOSE A
LESSON?**

- CONCLUSIONS**
- SUMMARIES**
- GRAPHIC ORGANIZERS**
- REVIEWING**
- QUIZZES**
- EXAMS**

HOW DO CHUNK A LESSON?

TWO WAYS

1. INPUT, INPUT, INPUT, OUTPUT

FORGET, FORGET, FORGET

2. INPUT, OUTPUT, INPUT, OUTPUT

*SLOW TEACHING, SHOWING IT ONE STEP AT A TIME
AND MODELING.*

**HOW DO YOU IDENTIFY
YOUR TARGETED GROUPS
FOR INTERVENTION?**

- NOT MAKING ADEQUATE PROGRESS**
 - ELLS**
 - SPEDS**
 - 504'S**

**HOW DO YOU ADDRESS
STUDENT NEEDS?**

- EXTRA CORRECTIVE INSTRUCTION

***IT COULD BE GIVEN OUTSIDE OF REGULAR CLASS TIME
SUCH AS BEFORE OR AFTER SCHOOL.***

- PEER TUTORING

STUDENTS CAN HELP ONE ANOTHER LEARN.

- VISUALS

- HANDS ON ACTIVITIES

- VIDEOS

- CONTENT MASTERY

-THURSDAY TUTORIALS

- SMALL GROUPS

**HOW DO YOU KNOW
STUDENTS UNDERSTAND
WHAT THE LESSON
OBJECTIVE/LEARNING
TARGET IS?**

-HAVE THE STUDENT TELL YOU ABOUT

1. THE LESSON

2. SHOW YOU (SUMMARIZING OR QUESTIONING)

3. PRACTICE (CLASSWORK/HOMEWORK)

4. REVIEW

5. TEST

**HOW DO YOU ADDRESS
MISCONCEPTIONS?**

- IDENTIFY STUDENTS MISCONCEPTIONS**
- HELP STUDENTS RECONSTRUCT AND INTERNALIZE THEIR KNOWLEDGE**
- MAKE THE CONNECTION THROUGH VIDEOS, PICTURES, CURRENT EVENTS.**

RIGOR OF QUESTIONING; SCAFFOLDING

HOW CAN QUESTIONS PROVIDE SCAFFOLDING?

- GUIDE STUDENTS TOWARD IMPORTANT UNDERSTANDINGS WITHOUT “GIVING THEM THE ANSWERS.”***
- SUPPORT STUDENTS TO UNPACK THE LANGUAGE OF THE TEXT AND BUILD VOCABULARY.***
- MODEL WHERE TO LOOK FOR “IMPORTANT IDEAS.”***

ADDING SCAFFOLDING QUESTIONS

- ANSWERED ONLY WITH EVIDENCE FROM THE TEXT***
- CAN BE LITERAL (CHECKING FOR UNDERSTANDING) BUT MUST ALSO INVOLVE ANALYSIS, SYNTHESIS, AND EVALUATION***
- FOCUS ON WORDS, SENTENCES, AND PARAGRAPHS, AS WELL AS LARGER IDEAS, THEMES, OR EVENTS***
- FOCUS ON DIFFICULT PORTIONS OF TEXT IN ORDER TO ENHANCE READING PROFICIENCY***

**DEPTH OF CONTENT
KNOWLEDGE AND
EXPERTISE**

- UP TO THE TEACHER ON HOW IN DEPTH TO GO**
- FOLLOW THE TEKS TESTED OR NON-TESTED**

REAL WORLD CONNECTIONS?

- CONNECTING THEM TO CURRENT EVENTS**
- CNN10**
- NATIONAL, STATE, REGIONAL OR LOCAL NEWS.**

**WHAT DOES ACTIVE
ENGAGEMENT LOOK
LIKE?**

- PARTICIPATING IN CLASS**
 - ASKING QUESTIONS**
 - GROUP DISCUSSIONS**
 - DEBATES AND MAKING CONCLUSIONS**

**HOW ARE YOU ASSESSING
FORMALLY/INFORMALLY?**

- ASKING QUESTIONS**
- BEING ABLE TO EXPLAIN**
- BEING ABLE TO SUPPORT THE ANSWER**
- CONNECTING IT TO A CURRENT EVENT**

PART II
LESSON DELIVERY

**DEVELOP A LESSON OF YOUR
CHOICE THAT YOU HAVE USED
OR WILL BE USING IN A FUTURE
DATE AND INCLUDE
INFORMATION FROM PART I**

**YOU MAY PARTNER UP WITH
A COLLEAGUE THAT TEACHES
THE SAME SUBJECT OR
WORK INDEPENDENTLY**

**ALL LESSONS WILL BE
PRESENTED AFTER
LUNCH**

**ONCE LESSONS ARE
PRESENTED, I WILL BE
ASKING FOR SUGGESTIONS
TO HELP MAKE THE LESSON
BETTER.**

**THE PURPOSE OF PRESENTING
THE LESSON IS TO BE ABLE TO
SHARE IDEAS FROM OTHER
COLLEAGUES OR TO SEE THE
DIFFERENT WAYS OF CREATING
LESSONS**