

1/208B Responsive Teaching for All Learners

#1 Evaluate engagement level
Due: Jan 19th at midnight

5 points
1.5-2 pages

Purpose: Highly engaging experiences offer students a greater opportunity to retain the learning content. Design lessons that increase student engagement.

TPE 2.2: Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students...

Learning Engagement Chart

Phases of engagement when learning:

Activity	Description	Application
Phase 1: A quick read	Read through for basic understanding of content. Details are not easily retained. Typically, factual content with minimum purpose or transferable value.	Newspaper & magazine articles, blogs, texts, simple communications. Found in traditional reading group sessions.
Phase 2: Auditory input of content	Auditable segments of a message. Factual info on topics and/or meaningful message that usually requires memory for general recall or simple applications.	Simple directions and information acquired through conversation.
Phase 3: Visual input of content	Visual segments of meaningful content. Figures, charts, maps, forms, etc. that contain a message.	Figural forms that provide and/or organize information. Colors, layout, sequence, etc.
Phase 4: Read, View & Listen to content	Aligned information where one method supports the other. Content allows for long-term learning events.	Methods of input combined into meaningful information, then processed and used for recall and new learning experiences.
Phase 5: Discussion about content	New information that creates an idea when merged with another person's ideas, which confirms or creates a wider +/- or deeper perspective of the original content.	An exchange of ideas openly expressed, where each party listens, thus prompting new ideas from unexpected sources.
Phase 6: Experiences related to content	Each person is able to find a meaningful connection that inspires and feeds all other related learning. A life-long benefit.	A physically related experience where concrete and abstract ideas manifest into a cognitively organized construct.
Phase 7: Discovery that expands content	Problem solving – complex academic skills & real life applications or new ideas. Often found in planned or unplanned cooperative activities with others.	Math, science, language, psychological, spiritual, self-awareness, etc.= cognitive +/- physical environments.
Phase 8: Teach content	Teach to peers or others that which has been learned and applied in an authentic and thorough manner.	One to one review of content. Shared/presented reports: Written, charted oral reports.

	A highly invested experience where content values are mastered and reconfigured into a personal construct which imparts information to another.	Outlined information shared on graphic organizers. A fully planned lesson. Response to assessment results.
--	---	--

Application & Analysis of a personal experience:

1. During any part of your lifetime, what lesson did you experience that ranked which would rank at a high level of engagement. Briefly describe the activity for each Phase.
2. Discuss how this experience was meaningful to you and how you have found that you benefited from it.

Discipline:

General Grade Level:

1 Learning Activity	List all of the activities
Phase 1: A quick read	
Phase 2: Hear content	
Phase 3: See content	
Phase 4: See & Hear	
Phase 5: Discuss	
Phase 6: Experience	
Phase 7: Discovery	
Phase 8: Teach	
How was this <u>experience meaningful</u> to you and how have you <u>benefited from it</u> ?	

Class activity: Post a one page outline of a familiar/typical lesson plan on Canvas.

1 Assignment: (*Study the examples provided.*)

1. Reflect on the experience in class.
2. Using any one-page lesson plan, evaluate how the activities rank on Phase Chart.
3. Note the Phase level that the lesson plan initially utilized?
4. Using red font on the lesson plan, add simple activities onto the page that will increase the Phases of engagement up to at least #6/ Higher Phase levels will earn more points.
5. Include the improved lesson plan, with red font notations, into this file.*
6. Chart the pre and post activities on the table below. (Some cells will be empty.)
7. Answer the final question. *Is the learning now active and alive, or is it dull?*

Learning Activity	1st List Initial Lesson Plan Activities at their specified level	2nd List Added Activities created to increase the level of engagement.
Phase 1: A quick read		

Phase 2: Hear content		
Phase 3: See content		
Phase 4: See & Hear		
Phase 5: Discuss		
Phase 6: Experience		
Phase 7: Discovery		
Phase 8: Teach		
Project Questions	#3. Phases of engagement	#4. Phases of engagement

*Attach the improved lesson plan.

Final Question: *Is the learning now active and alive, or is it dull? Explain why.*

Rubric for #1: Evaluate/increase engagement levels of a lesson **5 points total**

1-2 points	3 points	4 points	5 points
E1: A reflection provided of the experience and a statement of how it was beneficial.	E1: A meaningful reflection provided of the experience and a description of how it was beneficial.	E1: A meaningful reflection provided of the experience and a description of how it was academically beneficial.	E1: A meaningful reflection provided of the experience and a description of how it was academic and how it sustained extended experiences
A1: Evaluate the lesson plan and include a Phase ranking	A1: Evaluate & align a lesson plan showing most all Phases	A1: Evaluate & align a lesson plan and accurately show all Phases	A1: Evaluate & fully align the lesson plan to show current Phases.
A1: Lesson outline listing activities & a determined ranking of Phases	A1: Lesson outline with several activities in red font & listed an accurate ranking up to Phase 5	A1: Lesson outline with a few added activities in red font & an accurate ranking up to 6 Phases	A1: Lesson outline with numerous added activities in red font & an accurate ranking up to 7 or 8 Phases

A total of noted performance is averaged between all columns.

208B: #5 Assignment
Apply Bloom's theoretical terms.

8 points

2-3 pages

1. Show Bloom's 6 components (Organizing a lesson for the TPA)

Using your original lesson plan or any other that you wish to enhance, identify or add content to show Bloom's 6 components that build a rich lesson.

- Use colored font to identify where a lesson covers each of the following 6 components, label them and accurately match the activity to the objective of the lesson.
 - Knowledge
 - Comprehension
 - Stages 1-3
 - Application
 - Analysis
 - Stages 4+
 - Synthesis
 - Evaluation
- Use Bloom's Action Verb list to help with developing the activity.
- See example lesson

Example:

Lesson Plan-Revolutionary War.

8th/ 10th Grade

Battle conditions

Knowledge

Read to class & discuss:

At first, the Continental Army was poorly trained and did not have a standard way to drill, discipline or maneuver. This put them at a huge disadvantage when facing the well supplied, well trained British army. That all changed when in February 1778, Baron von Steuben, a Prussian military officer, offered to help General George Washington train and discipline the Continental Army. Because of von Steuben's work with the Continental Army, the soldiers greatly improved as a professional fighting force and they became more successful in battle.

by Archibald Andrews Marks

Background information: https://www.historyisfun.org/pdf/life-of-a-private/What%20challenges%20did%20the%20Continental%20Army%20face%20essay.pdf?_ga=2.177969703.363352458.1615918504-1690767.1615918504
<https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-lesson-plans-activities/life-of-a-private-lesson-plan/>

Comprehension

Discuss how soldiers struggled: living and fighting conditions

Life of A Private

https://www.historyisfun.org/pdf/life-of-a-private/Lifeofapivate.pdf?_ga=2.84523547.363352458.1615918504-1690767.1615918504

Application

How did fighting occur between the British and the colonists?

Did the Americans hide behind trees? A lot of modern movies show the American soldiers using different tactics than described above. They would hide behind trees and walls, picking off British soldiers who stood out in the open. However, this only happened in a few battles early on in the war. Most battles were fought with both sides lining up in long lines using the "linear tactics" described above.

Add Stage 2:

Directions: ½ of Students line up on opposite side of classroom in two rows, facing the other half. (As far apart as possible.)

First rows bend to one knee position. Upon orders: One group fires toward other half and every 8th soldier pretends to be injured or dead. Then they must reload for next 15-20 seconds. Those still standing wait for orders to fire again as the other ½ of students are alternately shooting at them. Repeat sequence several times.

Add Stage 1: Discussion and reflection

"How did it feel to be waiting for the orders to fire, as you faced the enemy?"

"What do you think your chances were to be injured or killed while you were fighting?"

"How would you want to change the formation and tactics?"

Read more at:

https://www.ducksters.com/history/american_revolution/weapons_and_battle_tactics.php

This text is Copyright © Ducksters. Do not use without permission.

Analysis

Rifles were also used during the Revolutionary War. Rifles were more accurate than muskets, but took a lot longer time to load. Cavalry (soldiers on horseback) used pistols and sabers to fight with as they were easier to use while riding a horse. Soldiers often carried knives or small hatchets, but these were rarely used in major battles.

Add Stage 3: Review details in pictures and develop factual info to depictions.



[456 × 226](#)

Add Stage 3 – Mind map

Each group compare & contrast what and how you would change fighting conditions, and explain why in a brief paragraph attached to double bubble map. *“Include the degree of threat and feeling of being vulnerable?”*

Analysis:

Answer the questions:

1. What made the difference between this method of fighting and the way we would fight today? (Number of soldiers gave the advantage.) Explain and demonstrate why this gave higher numbers an advantage.
2. How did training, weapons and supplies make a difference?

Stage 3:

Video of battles and timelines

<https://www.youtube.com/watch?v=NdRuU5ON-LU>

Continue to include resources for each battle.

Application – Analysis – Stage 4

Group work to organize info on the assigned battle and report to the class.
See instructions for report.
Use chart paper and 2 pages of written notes.

Synthesis:

2nd Group report: choose one question and follow instructions.

How did the weapons make fighting difficult?
How did the colonists gain advantages during and after the battles?
How did supplies and their availability impact both sides?
How did the advantages and disadvantages impact both sides?
How did training and skill level impact consequences?
Add analysis: Include a mind map to demonstrate facts.

Evaluation:

Class discussion and charting of factors
What would you do differently if you were a British general?
How would you better prepare if you were George Washington?

Elementary Math

1.5 too 2.5 pages

8 points

New York State Common Core Math Kindergarten, module 1, lesson 12

[Worksheets for Kindergarten, module 1, lesson 12](#)

Objective: Worksheets, solutions, and videos to help Kindergarten students learn how to understand the meaning of zero and write the numeral 0.

Topic D: The Concept of Zero and Working with Numbers 0 to 5

Knowledge – Stage 1

Who has a sweater on today?

Who does not?

Does that mean we have ZERO sweaters being worn today in class?

Comprehension –Stage 2

We have 4 plates on the table.

- One plate has a few crackers on it
- One plate has many crackers on it
- One plate has several crackers on it.
- One plate has zero crackers on it.
- Which plate do you want?
- Which plate do you not want?

Stage 3 – Comprehension

Lesson 12 Concept Development and Problem Set

Name _____ Date _____

Learning the Concept of Zero

Directions: How many apples are on each tree? Write the number in the box. Circle the trees that have 0 apples.

 <input type="text"/>	 <input type="text"/>
<input type="text"/> 	 <input type="text"/>
 <input type="text"/>	<input type="text"/> 
<input type="text"/> 	 <input type="text"/>

Stage 4 uses number symbols

Application

Circle the number that tells how many.

Count the apples in each tree. Circle the number.

How many elephants are in the room? _____

Stage 1

How many eyes (noses, fingers, or feet) do you have?

How many tails do you have?

Stage 2

Use this frame to tell about more things we have none of. We have zero _____ in our classroom.

Have fun with this. Get them to talk to a partner after generating some ideas (elephants, zebras, spaceships, or bank robbers.)

Stage 4

What is the math word for none? Let's say our rhyme one more time! (Repeat rhyme and trace the numeral zero together in the air.)

Stage 4 – Lesson 12

Video. www.onlinemathlearning.com › zero

Stage 4 – very abstract

The Zero Rhyme

Curve from the top; be a hero!

Close the loop and make a zero.

Lesson 12 Homework

Stage 4 – Analysis

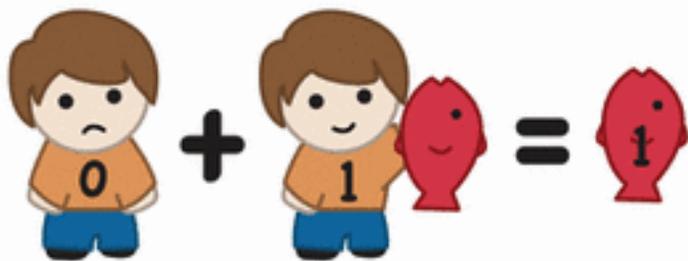
How many? Draw a line between each picture and its number.

Write the numbers in the blanks.

___ , 1, 2, 3

0, ___ , 2, 3.

One, two, three, four, five
Once I caught a fish alive.



Six, seven, eight, nine, ten,
Then I let it go again.

