Framing the Lesson

To frame the lesson, the teacher gives the students a clear picture of…
- What students will be doing/learning in class today,
  AND
- What students will be able to do with that knowledge.

This strategy is called "framing" the lesson because it includes parts both at the **beginning** and the **end** of the lesson.

At the beginning: State the **daily learning objective(s)** in concrete, student-friendly language to communicate a clear focus to the student for the day's class.

☹ Instead of…	☺ Use

Topics, Chapters, or TEKS SE's
   Like:
   ▪ Chapter 2
   ▪ Safety
   ▪ TEKS 8.2 (A)(B)
	"We will…" Statements
	   Like:
	   ▪ "We will examine and discuss the tools and materials needed to complete an oil change."

Some tips for the daily learning objective:
- Use "student friendly" language to write the objective.
- Post the objective in the classroom where students can see.
- Discuss the objective at the beginning of the lesson.
- Make sure the objective is reasonable to complete in one lesson or class.

At the end: Require students to complete a **closing question, product, or task** to make sure that the student has a clear understanding of the objective, and for the student to provide proof that the objective was met.

☹ Instead of…	☺ Use

Page numbers, items, assignments
   Like:
   ▪ Do page 110, #1 – 15 (odd)
   ▪ Read chapter 3
	"I will…" Statements
	   Like:
	   ▪ "I will independently write or illustrate in my technical journal the instructions for how to complete an oil change."

Some tips for the daily product/task:
- Completed independently by the student.
- Should document evidence of learning.
- Should likely increase the student's retention of important learning.
- Designed so that the teacher can assess learning with a quick look at the product.

Working in the "Power Zone"

Simply stated, working in the "power zone" means **teaching or monitoring in close proximity to students**. When a teacher engages in this practice, every other instructional practice is enhanced and made more powerful.

- On-task behaviors increase
- Discipline issues decrease
- Student retention of content improves

The "power zone" does typically <u>NOT</u> include...

- The teacher work area (behind the desk, or at the computer)
- The lecture position (at the front center of the room)

Instead, the "power zone" is right in the middle of the action!

Benefits of teaching in the "power zone"

Classroom Management	▪ Address unwanted behaviors immediately. ▪ Manage transitions.
Building Relationships	▪ Connect with students personally. ▪ Build rapport faster.
Improved Instruction	▪ Monitor student work, and adjust instruction. ▪ Provide immediate answers, feedback, and clarification.

POWER ZONE

Frequent, Small Group, Purposeful Talk (FSGPT)

After every 10-15 minutes of teacher-driven discussion, or at the completion of a major instructional concept (whichever comes first), the teacher briefly stops talking and has groups of 2-4 students briefly discuss a seed question related to the instruction or instructional activity.

For example a teacher might say, "Let's stop what we are doing for a minute. Turn to your partner and discuss…"

Each part of FSGPT is important!

Frequent	After EVERY 10-15 minutes of teacher talk, provide time for student discussion—not a long conversation, but a focused micro-discussion lasting between 30 seconds and 3 minutes. The frequency of FSGPT improves instruction by… • Matching students' attention spans • Helping students retain smaller chunks of information
Small Group	The talk should be between students (not student and teacher). Use groups of 2 to 4 students to ensure everyone participates, and off-topic side conversations are kept to a minimum. Talking in small groups helps students… • Translate between adult language and student language • Receive immediate feedback in a check for understanding • Discuss content in a more risk-free setting
Purposeful	Use PRE-PLANNED "seed questions" to guide student conversations toward the desired learning outcome. To help teachers plan and create purposeful seed questions, consider these question stems. _(see table below)_

Smart Questions (Knowledge, Comprehension)	Smarter Questions (Application, Analysis)	Smartest Questions (Synthesis, Evaluation)
Summarize… Explain why… Give an example of… What will happen next?	How would you use…? How is this similar to…? What is the relationship between…?	What would happen if…? Develop a plan to… Describe a different or better way to… What is the most important…?

Critical Writing

Critical writing is defined as writing for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting, and/or expanding on ideas or concepts.

☹ Critical writing is <u>NOT</u>...	☺ Critical writing can include...
- Copying from a book - Filling in blanks - Free writing about a topic of the student's choice	- Lists - Comparisons - Summaries - Mind maps - Written exit ticket - Formal essay

Critical writing does require dedicated **time** (5-10 minutes), but—when purposeful and intentional—will also increase rigor, relevance, and long-term retention.

Writing Activity Examples:
- <u>Word Limits</u>. Using exactly 20 words, students summarize what they learned during the class period.
- <u>Word Accounting</u>. Students are given a dollar amount and a cost per word, and asked to summarize content without "breaking the bank." For example...
  - Each word you write will cost $0.10.
  - You must spend between $2.70 and $3.00 to create a summary.
  - When complete, trade papers with a classmate to total each other's "cost."
- <u>Timed Writing</u>. Students write short responses to teacher questions within a given time limit (1-2 minutes).
- <u>Muddiest Point</u>. Students write down questions they may have about the most confusing part of the lesson.
- <u>Pros and Cons</u>. Students chart support for both sides of an issue.
- <u>Reflective Journals</u>. Students respond to open-ended prompts, like
  - "Let me tell you about __."
  - "I just learned how to __. First you..."
  - "Many changes happened since __."

Summary based on Rachel Behnke's presentation for Region XIII at the TCE Conference
http://www.tcecconference.com/uploads/files/behnkerachel-fundamental-5-for-administrators.pdf

Recognize & Reinforce

While compliments and encouragement can reinforce good behavior, praise works better when it is descriptive and specific. For example, in addition to recognizing performance on a summative test or big game, it is also important to reinforce the "small things," such as:

- The work habits (effort) it takes to be successful
- Getting better (improvement) even though the final goal may not be met

Tips to Recognize & Reinforce Positive Behaviors:
- Create a list of the specific student behaviors or accomplishments you want to encourage.
- When students use these desired behaviors, praise them sincerely and credibly.
- Specify the praiseworthy aspects of the student's accomplishments.
- Help students appreciate their own thinking and problem-solving.
- Attribute student success to effort and ability, implying that similar successes can be expected in the future through a similar work ethic.

EFFORT

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Summary: Fundamental Five

Component	Summary (1 or 2 sentences)	Samples (How would it look in a class?)
Framing the Lesson		
Frequent, Small Group, Purposeful Talk (FSGPT)		
Work in the "Power Zone"		
Recognize & Reinforce		
Write Critically		