



CREATING DYNAMIC LEARNING COMMUNITIES
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Schools Exceeding Expectations (SEE) Conference
Maryville, Tennessee – April 29-May 2, 2009

Where, oh where is the Anticipatory Set?

Presented by Jill Hay

2009 SEE Pre-Conference – Wednesday, April 29, 2009


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Where Oh Where is the Anticipatory Set?

Planning and Using the ITIP Model for Lesson Design

SEE 2009

Presented by Jill Hay
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Brain Research is the network for educators!

There's only one reason to choose a wireless company.

IT'S THE NETWORK



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AGENDA for Lesson Design

- Emotional Hook
- Rationale
- Key Point
- Check for Understanding
- Inquiries
 - Guided Practice
 - Independent
- Reflection

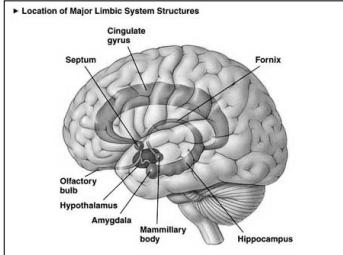
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1. Emotional Hook

- Brain connection
- What are they?
- Ideas...
- Connection to your content

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Location of Major Limbic System Structures



The amygdala controls emotion.

The hippocampus controls learning.

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The media has been using this research for years?






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Creative

- Element of surprise/Bag or box
- Dramatization
- Start with a question




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Useful


- Universal Truths
- Common Factors
- Make a real world connection



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Emotional



- High sensory input – aspire to real
- Make it visual - video streaming, actual pictures
- Personal Stories
- Songs

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2. Rationale

- Brain connection
- What is it?
- Ideas...
- Connection to your content

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- Why are we learning this?
- Ninety-five to ninety-nine percent of our behavior is directly derived from the subconscious.
- Our subconscious wants to know why and this has to be answered
- You do not want what you are teaching to be sifted out as irrelevant information
- This allows the teacher to think about why they are teaching that specific content




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3. Present the Key Point.

- The brain is a pattern seeker
- Clearly and succinctly tell students what they need to understand based upon state standards
- Would a Lifelong Guideline or LIFESKILL help them in their success?
- Remember to support this with richness – “being there”, real items, visuals, video streaming



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Early America (5th grade)
 Significant Knowledge Key Point:

The early colonists could be described as risk takers since they left their homeland and came to a new location so they could practice their own religion and improve the quality of life for their family. This required courage and perseverance. Colonists settled in three different areas called New England, Middle and Southern Colonies. Jobs in New England included farming and fishing, the Middle Colonists were farmers and worked in iron, paper and textile industries, and the Southern Colonists were farmers. Since the needs of the early founders caused jobs to develop there was a positive effect on the colonists by having their demands met for goods and services.

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Wellness (3rd Grade)
Significant Knowledge Key Point #1:

Winter is cold and flu season. These illnesses are caused by germs that spread from person to person. There is a relationship between making good choices and staying healthy. Being responsible means that we show healthy behaviors by avoiding people who are ill, taking a flu shot, getting at least eight hours of rest, eating healthy foods, drinking water, exercising daily and washing our hands with soap and water. When we make the choices that keep us healthy we are more likely to be happy and successful.

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Now and Then (Kindergarten)
 Significant Knowledge Key Point:


In all cultures some important people and events are honored with a day of celebration. People and events are honored because of the difference that they have made for our country. Responsible citizens honor the efforts of people and show pride in significant national events.

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GUIDELINES FOR DIRECT INSTRUCTION OF NEW CONTENT

• K-2	5-8 minutes
• Grades 3-5	8-12 minutes
• Grades 6-8	12-15 minutes
• Grades 9-12	12-15 minutes
• Adult learners	15-18 minutes




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4. Check for understanding

- Defining moment in instruction
- Are students ready to show what they know?
- You must receive feedback whether to go on or go back
- What collaborative strategy will you use?




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Simultaneous Response is One Choice

- Thumbs Up, Down, Side
- 1,2,3
- Move a body part such as
 - Nod Your Head
 - Shrug Your Shoulders
 - Show me your left (or right) elbow
- Think, Pair, Share
 - Pull a name or choose a number



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Collaborative Structures


- Round Robin Share – number off in Learning Club, begin with a #3, go clockwise, share a summary of what was taught or answer a question
- Counted Heads Together – if your number is called stand and give summary or answer question
- Rally Robin – go knee to knee and give your answer to a posed question and then rally to your partner where they give their answer, continue giving your thoughts during the rally which last 30 seconds

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5. Guided Practice (teacher support)

- Students show what they understand with teacher support




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6. Independent Practice

- This could be done by the entire group or individual choice
- Inquiries need clear criteria so they can easily be assessed
- A variety of intelligences are included in the inquiry
- Integrate Language Arts and Math skills in all inquiries



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Guided Practice Inquiry:

Listen to the story about one of the Early American colonists. When directed discuss the following questions about this historical figure

- Why did this person leave England?
- What Lifelong Guidelines or LIFESKILLS would you use to describe that person?
- What examples can you find to support your answer?
- What region did they settle?
- What was their occupation?
- Why do you think all human feel that the grass is greener on the other side?
- Be ready to add your responses to the class mind map

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Independent Inquiry

Choose one of the following early colonists:
 Jacques Marquette, Robert LaSalle, John Peter Zenger, Ben Franklin Junipero Serra, Pontiac, Eliza Lucias Pinckney, Olaudah Equiano, John Smith, William Penn, Patrick Henry, Samuel Adams, and John Hancock

Research your individual and find the following information:
 What was their reason for leaving England
 How would you describe this person to someone else
 What region did they settle
 What type of occupation did they choose
 Place your research into a five paragraph informational report that includes a drawing of your early colonists.
 Be ready to take part in an early colonists fair by sharing your information with an audience of one. While listening to the presenter add their information to your Early Colonists book.
 Record the above information in your book.

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Guided Practice Inquiry

Watch the video on germs.
 Gather five facts on germs and place them on your Starburst graphic organizer.
 In your Learning Club, starting with the person who has the longest hair, share one fact from your graphic organizer.
 One person from your group will summarize what was said for the class map.

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Independent Inquiry

- Choose one of the following healthy behaviors: eating healthy foods, drinking water, exercising, or getting plenty of sleep. Read this section in your health book. Use the information and write a jingle or a poem that includes how this behavior helps you to stay healthy. Be ready to orally present this to the class.
- Choose one of the following healthy behaviors: eating healthy foods, drinking water, exercising, or getting plenty of sleep. Read this section in your health book. Use this information to create a poster that includes pictures and words describing how this behavior helps you to stay healthy. Be ready to orally present this to the class.

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Guided Practice Inquiry:

Listen to the story about the important person and be able to answer the following questions:

- Who was this person?
- What did the person do?
- Where did they live?
- Why do you think this person deserved a day of honor?
- What Lifelong Guideline or LIFESKILL did this person use?

Draw a picture that answers each question in your five W graphic organizer.

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Independent Practice Inquiry:

Today is President's Day! Look at the pictures and listen to the news article about our current president. Draw a picture of the president and answer one of the questions at the bottom of your picture:


- What question would you ask the president?
- Why do you think this person was elected president?
- What is your opinion of the work the president is doing?
- Bring your picture to Town Hall and be ready to discuss your feelings about having a day to honor presidents

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6. MAKING TIME FOR REFLECTION

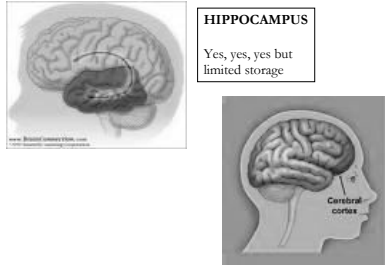
We do not learn from our experience. We learn from processing our experience.
 John Dewey



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Too much too fast it won't last...



HIPPOCAMPUS
 Yes, yes, yes but limited storage

CEREBRAL CORTEX
 Slow but large storage area

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Settling Time


- Learning can be far more effective when external stimuli are shut down and the brain can pause to link new information to earlier associations, uses, and procedures

• Think Time Procedure

- Lower head
- Close eyes
- Think
- Look up when directed




Jensen, Teaching with the Brain in Mind, 2005 p. 43
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Higher Level Questioning

- APPLICATION
How would you use?
- ANALYSIS
Why do you think...?
- SYNTHESIS
How would you improve...?
- EVALUATION
What is your opinion of...?

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Moving and Processing

Peer Response Huddle—Learning Clubs discuss the question standing in a huddle, you randomly select (using dice or pulling a number) At least one student from a Learning Club answers the question

Inside Outside Circle—Students make two concentric circles, face each other and walk in opposite directions until they reach a specific number. You ask a question and they discuss with a partner they are facing. You randomly select students to summarize their discussion to see they are on track.

Milling to Music—Move around the room, as the music plays, greeting people along the way. When the music stops, find the closest person and greet them. Take turns asking one question from your card to each other.


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SCHOLAR STROLL


- Create a group of other people teaching your grade level
- Share your recently created lesson design
- Discuss how this process is similar and different to how your normally design lessons
- Come to Town Hall and be ready to share your thoughts

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“Quality is never an accident
it is always the result of
high intention, sincere effort,
intelligent direction and skillful
execution; it represents the
wise choice of many alternatives.”

William A. Foster



World War II
Medal of Honor Recipient

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