



DEVELOPING ENGAGING LESSONS



4/19/22 Zoom Meeting 2:15 to 3 pm	<ul style="list-style-type: none"> Examine Engaging Qualities Explore Module 2 	Outline Module 2 Developing Engaging Lessons	1
Week of 4/25 Assignments Lesson Due 4/27	<ul style="list-style-type: none"> Review Engaging Lessons Google Slide Develop an engaging lesson you will teach the week of May 2nd (Use the lesson planner) 	Developing Engaging Lesson	3
Week of 5/2 Assignments	<ul style="list-style-type: none"> Implement the lesson Reflect on experience 	Implementing Engaging Lesson	3

ENGAGEMENT

- The goal is to create an environment where students are active learners versus passive receivers of information



DESCRIBE WHAT AN ENGAGING LESSON ...


- Looks Like
- Sounds Like
- Feels Like



Engaging Qualities of Work

Based on WOW by Phillip Schlechty and !7,000 Classroom Visits Can't Be Wrong by John Antonetti and James Garver

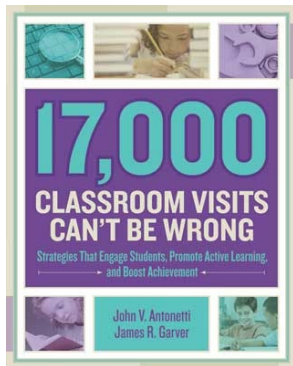
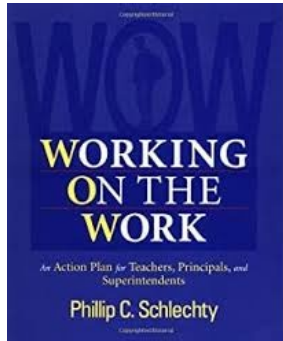
- Personal Response
 - Clear Modeled Expectations
- Emotional and Intellectual Safety
- Learning with Others
- Sense of Audience
- Choice
- Novelty and Variety
- Authenticity



When three or more
of the engaging
qualities are present
there tends to be
engagement

ENGAGING QUALITIES OF WORK

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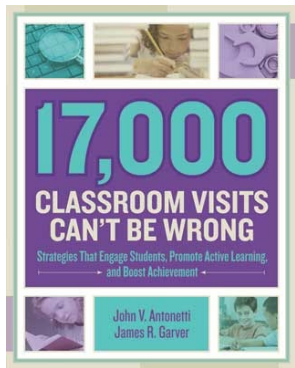
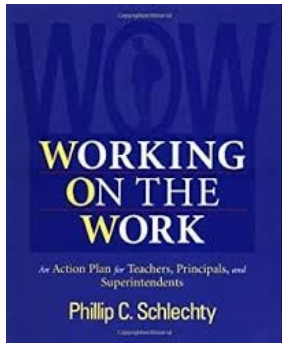
- Personal Response: **Student communicates their thoughts and ideas**

Engaging Quality	Definition	Examples
Personal Response	Student communicates their thoughts and ideas.	<ul style="list-style-type: none">• Essay• Letter• Open-ended response with more than one correct answer• Hypothesis• Creating a comic• Determining how to use manipulatives to solve a math problem

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- Personal Response: **Student communicates their thoughts and ideas**
- Clear/Modeled Expectations: **Teacher provides an example or rubric**

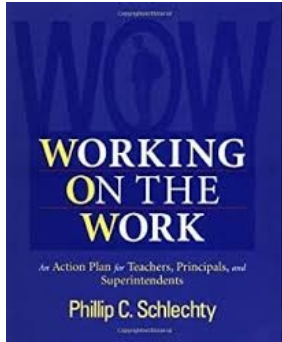


Engaging Quality	Definition	Examples
Personal Response	Student communicates their thoughts and ideas.	<ul style="list-style-type: none">• Essay• Letter• Open-ended response with more than one correct answer• Hypothesis• Creating a comic• Determining how to use manipulatives to solve a math problem
Clear/Modeled Expectations	The teacher provides an example or rubric	<ul style="list-style-type: none">• Detailed instructions modeled and listed• Rubric• Clear/Modeled Expectations is not an engaging strategy unless it is tied to personal response...it is a good practice, but only becomes engaging when tied to personal response

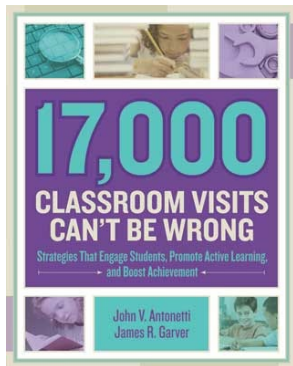
Free tool to help teachers create rubrics: <http://rubistar.4teachers.org/index.php>

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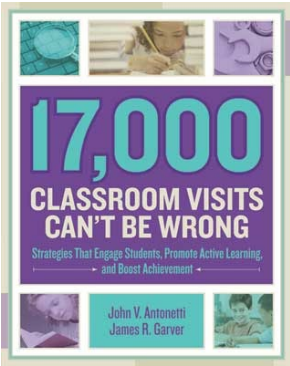
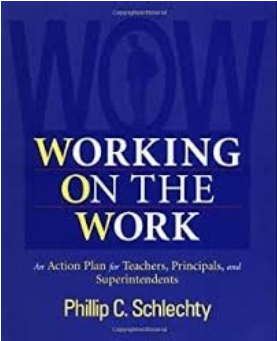
- Emotional and Intellectual Safety: **Student feels safe to take risks**



Emotional and Intellectual Safety	The student feels safe to take risks (Not often observed)	<ul style="list-style-type: none">• Defending a concept• Respectfully disagreeing with a point of view• Takes a risk to prove a point or concept
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- Learning with Others: **Student has opportunity to collaborate**

Learning with Others	The student has an opportunity to collaborate	<ul style="list-style-type: none">• Projects• Group discussions• Partner work• Collaborative document• JigSaw Method• Science labs• Games
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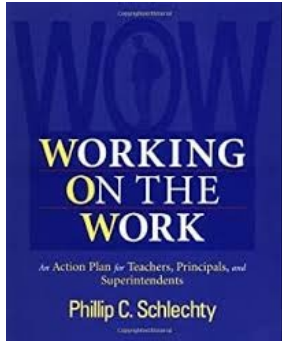
JIGSAW METHOD



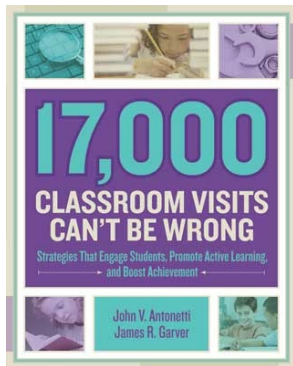
<https://www.youtube.com/watch?v=euhtXUgBEts>

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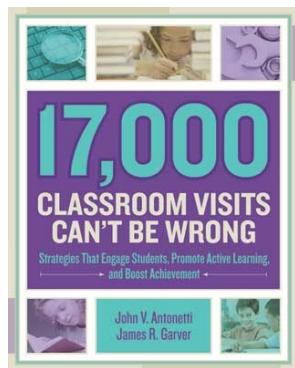
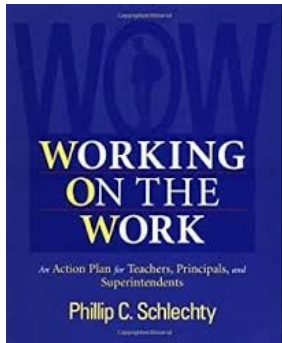
- Sense of Audience: **Student work will be seen by someone other than the teacher**



Sense of Audience	Student work will be seen by someone other than the teacher	<ul style="list-style-type: none">• Responses on Nearpod• Showing final work – Comic or poster• Presentations• Recording themselves on video
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ENGAGING QUALITIES OF WORK

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- Choice: **Student has opportunity to select content, method of learning and/or how to demonstrate mastery**

Choice:	Student has opportunity to select content, method of learning and/or how to demonstrate mastery	<ul style="list-style-type: none">• Choice board• Research paper on a topic they select• Science experiment they design and test• Choose to show mastery by determining what platform to use to present: Prezi, Nearpod, Screencast-O-Matic ...
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 CHARLES VERHEY ELA 3 YEARS AGO

Five Ways to Incorporate Choice for Middle and High School Reading and Writing



May 22, 2019

Donna Scarlett

<http://blog.teachersdiscovery.com/ela/five-ways-to-incorporate-choice-for-middle-and-high-school-reading-and-writing/>

















CHOICE BOARD

Novel Study Choice Board						
	Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
Verbal-Linguistic	Record at least 5 vocabulary words that you found interesting. Note why you chose those words.	Write a summary of the book or chapter that you read.	Create a conversation between two characters from your book.	Compare two characters from the text.	Justify the actions of a character in the book.	Write a letter to the author of the book that describes your opinion of the book or a specific part of the book.
Visual-Spatial	Draw a diagram of something that was described in the book and label the parts.	Summarize events from the text by creating a comic strip.	Research a person or event from the text and make a storyboard to explain what you found.	Use a graphic organizer to compare characters or events from the text.	Develop a visual presentation to justify the actions of a character.	Create a chart with symbols that represent a person from the text. Give the meaning of each symbol.
Logical-Mathematical	Sequence events from the text on a timeline.	Use a flow chart to explain several key events from the text.	Demonstrate understanding of the information in the text in a way that makes sense to you.	Explain how the text represents information that all students should know.	Critique the motives of the characters in the text.	Consider how the author's life may have influenced how he wrote the text.
Naturalist	List parts of the text that appeal to each of the five senses.	Suggest a solution to a problem from the text.	Demonstrate how nature played a role in events from the text.	Choose a character and imagine he had to pack a suitcase for a trip. What would you find in it and why?	Rate the actions of a person or people from the text. Explain why you rated each one this way.	Make a hypothesis about what may have changed if a character were in a different setting in the book.

Name _____



Figurative Language Choices Board

Directions: Choose two activities from the choices below. Make sure your choices correspond with the two symbols your teacher assigned you.

Perform a 30-second radio advertisement to encourage people to use oxymorons when they talk. 	Perform a one-minute puppet show that teaches about apostrophes. 	Make a WANTED poster using at least two metaphors. Include a picture. 	Write a letter to a friend using at least five different kinds of figurative language in the text. 
Interview an idiom of your choosing and write the transcript of the interview. 	Create at least four newspaper headlines using an oxymoron in each. 	Create a picture dictionary for these terms: <i>idiom, simile, metaphor, paradox, personification, oxymoron, and apostrophe</i> . 	Write at least three jokes or puns using one kind of figurative language in each. 
Make a comic strip with three characters using different kinds of figurative language. 	Write a short story about a homework machine. Include one simile, one personification, and one metaphor. 	Make a Venn diagram that compares and contrasts metaphors and similes. Write at least three sentences to summarize the diagram. 	Create a set of six idiom flash cards. Be sure to include the answers on the backs of the cards. 
Write one scene of a play that shows personification for at least three characters. 	Act out four figurative language terms for a friend. Have your friend guess the terms you are acting out. 	Create your own crossword puzzle that includes these terms: <i>idiom, simile, oxymoron, metaphor, personification, paradox, and apostrophe</i> . 	Create three mathematics story problems for others to solve using a different figurative language descriptor in each problem. 

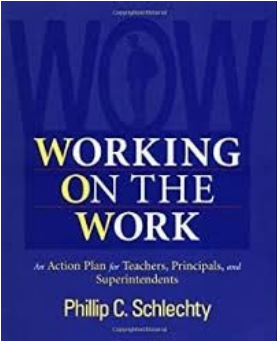
CHOICE BOARD

U.S. Government		
Show what you know by completing three of the activities below. Just like in tic-tac-toe, you can complete three in a row, column, or diagonal. Just be sure to do your best work!		
Anchor Chart Use a large piece of chart paper to create an anchor chart that will teach your classmates about American government. Be sure to include all key points.	Diagram of the 3 Branches Create a diagram of the 3 branches of government on a large piece of construction paper. Be sure to explain the roles of each branch of government.	Flash Cards Use ten index cards to create flash cards that will help you remember key terms. Write the word on one side and the definition and a picture on the back.
Write a Fiction Story Let's see how creative you can be. Write a one, or more, page fictional narrative from the point of view of the president of the United States.	Write a Picture Book Create an informational picture book about government. Your book should be at least five pages long with illustrations and text on every page.	Write an Opinion Essay Tells us what you think. In a one, or more, page opinion essay, explain which branch of government you think is the most important.
Double Bubble Map Complete a Double Bubble Map that compares two different levels of government or two different branches of government.	President Tree Map Complete the President Tree Map. Be sure to think about the qualifications of becoming president and the roles of the president.	Government Circle Map Inside the circle, give examples of government services. Outside of the circle map give non examples of government services.

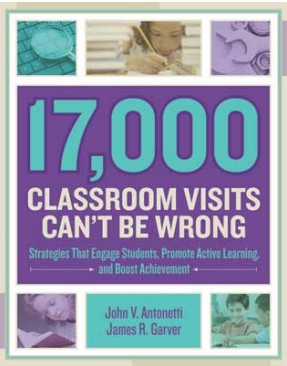


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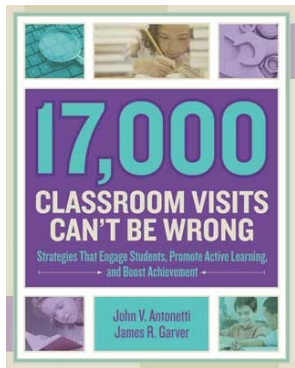
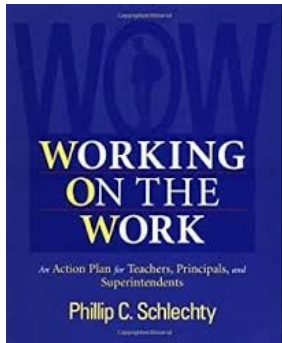
- Novelty and Variety: **Student has opportunity to do something new in a different way**



Novelty and Variety	The student has an opportunity to do something new in a different way.	<ul style="list-style-type: none">• Nearpod• Creating a video• Games• Manipulatives
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- Authenticity: **Student understands how the assignment is connected to the real world**

Authenticity	The student understands how the assignment is connected to the real world	<ul style="list-style-type: none">• The teacher helps to make this connection• The teacher will ask questions like: Who in the real world would use this?• Bring in a person to demonstrate how they use the concept: Scientist, Engineer, Baker...etc.
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Learning with Others	The student has an opportunity to collaborate	<ul style="list-style-type: none">• Projects• Group discussions• Partner work• Collaborative document• JigSaw Method• Science labs• Games


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Novelty and Variety	The student has an opportunity to do something new in a different way.	<ul style="list-style-type: none">• Nearpod• Creating a video• Games• Manipulatives
Authenticity	The student understands how the assignment is connected to the real world	<ul style="list-style-type: none">• The teacher helps to make this connection• The teacher will ask questions like: Who in the real world would use this?• Bring in a person to demonstrate how they use the concept: Scientist, Engineer, Baker...etc.

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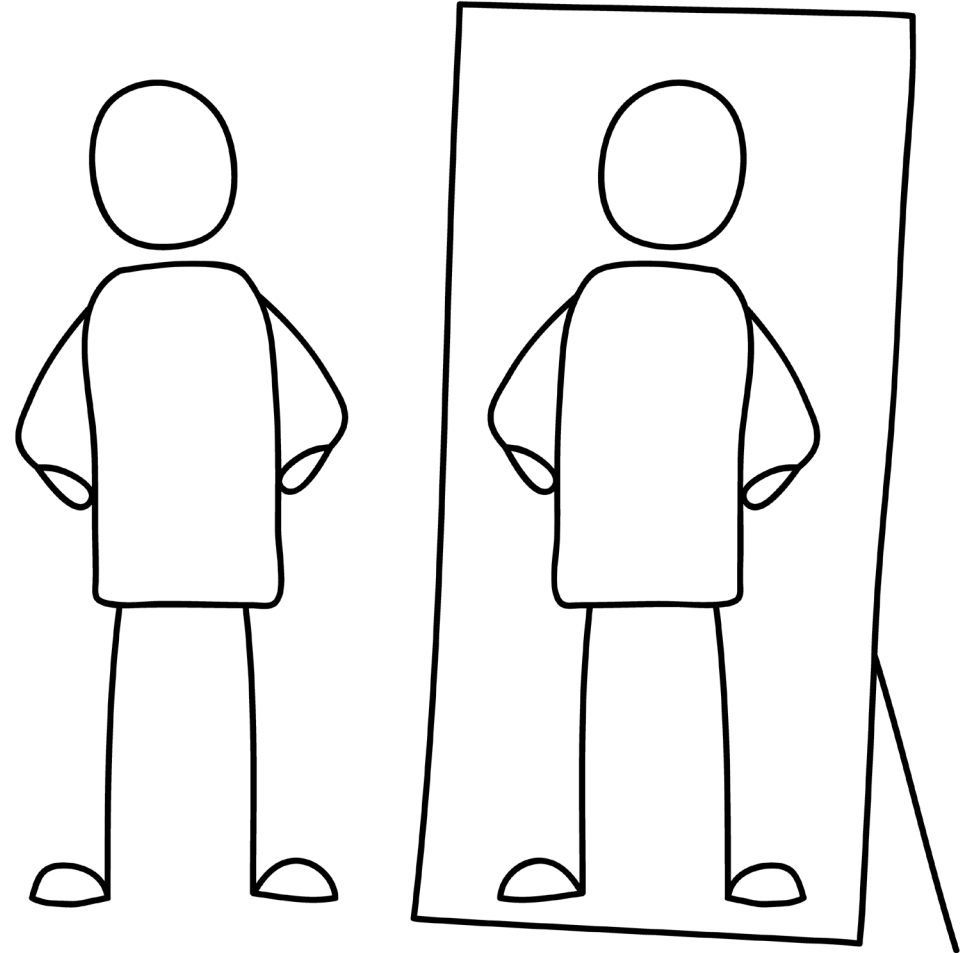
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- Authenticity



When three or more
of the engaging
qualities are present
there tends to be
engagement

ASK YOURSELF:

- How can I get students more active in their learning?
- If I need to lecture, how can I incorporate engaging qualities throughout the lesson to keep students active in their learning?
- Let's build a lesson together.



LESSON TEMPLATE

<https://docs.google.com/forms/d/1MG3j7IY8aD6nnWXVlyNTuAbtcizX-fl81878HGoXPS4/edit>



Lesson Plan

Form description

Name *

Short answer text

Standard(s) *

Long answer text

Learning Intentions/Objective(s) *

Long answer text

Check off which engaging qualities you embedded into the lesson. Three equal engagement. *

- ☐ Personal Response
- ☐ Clear Modeled Expectations
- ☐ Emotional and Intellectual Safety
- ☐ Learning with Others
- ☐

REFLECTION



Reflection

Form description

Name *

Short answer text

Were you able to incorporate three engaging qualities into your lesson? *

☐ Yes

☐ No

Did you feel your students were engaged? Explain. *

Long answer text

What worked well? Explain. *

Long answer text

<https://docs.google.com/forms/d/1WPbfvmhgMz9pMtML9PEOa2Eik2W04gYpQaPTXAEiKF4/edit>



HEAD OF CLASS: BUILDING EFFECTIVE TEACHERS

Course Overview

Date	Learning Intentions	Concept(s)	Point(s)
3/29/22 Zoom Meeting 2:15 to 3 pm	<ul style="list-style-type: none"> Introduction to Connected Class resources Explore Direct Connect and Resource Room Examine Course Overview and how to complete assignments Discuss Expectations and Classroom Management 	Overview of course and discuss Module 1	1
Week of 4/4 Assignments Due: 4/10	<ul style="list-style-type: none"> Warm Up Research on Expectations in the Classroom Building Blocks for Developing Positive High Expectations In The Classroom 	Expectations	2
Week of 4/11 Assignments Due 4/18	<ul style="list-style-type: none"> Review Classroom and Behavior Management Google Slides Reflect on the questions in the Classroom and Behavior Management Google Slides and determine one area you want to develop more Participate in a Direct Connect by sending a request that identifies what you want to work on with any questions and/or ideas you have Read Taming the Chaos: Eight High School Classroom Management Strategies That Work 	Classroom Management	2
4/19/22 Zoom Meeting 2:15 to 3 pm	<ul style="list-style-type: none"> Examine Engaging Qualities Explore Module 2 	Outline Module 2 Developing Engaging Lessons	1
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Week of 5/2 Assignments	<ul style="list-style-type: none"> Implement the lesson Reflect on experience 	Implementing Engaging Lesson	3
5/10/22 Zoom Meeting 2:15 to 3 pm	<ul style="list-style-type: none"> Examine why parent engagement is important Explore Module 3 	Building Connections with Others	1
Week of 5/16/22 Assignment Due 5/20	<ul style="list-style-type: none"> Reflection: How could you get parents more engaged? 	Building Connections with Others	1
Total			14

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