

I Get It, Now What?

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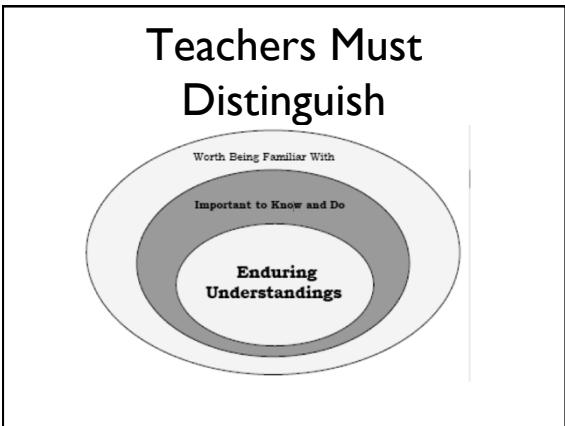
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### Memorizing

- Findings from brain research compare memorization to pumping water uphill
- Not only does it take a tremendous amount of energy, it ceases to be effective as soon as the "source" is cut off.

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## Challenging Old Beliefs

- Previous research said:
  - Students must learn all the important facts and basic skills before they can apply related skills with more complexity
- Current research says:
  - Learning is not always linear. Look at how we learn sports, art, or how children develop language (Wiggins & McTighe, 2008)

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## Teaching Requires Clarity

### KNOW:

- Facts
- Vocabulary
- Definitions

### UNDERSTAND:

- Principles/generalizations
- Big Ideas of the discipline

### BE ABLE TO DO

- Processes
- Skills

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## Know

- Facts, names, dates, places, information
- 50 states in the US
- Thomas Jefferson
- 1492
- Gettysburg
- global warming

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## Understand

- Concepts that give meaning to a topic
- Stating these concepts in full sentences
- Begin with, "I want students to understand that..."
  - Multiplication is another way to add
  - People migrate to meet basic needs
  - All cultures contain the same elements
  - "Voice" in reading reflects the author

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## Be Able to Do

- Skills: basic skills, skills of each discipline, skills of independence, social skills, skills of production
- Verbs or phrases (not the whole activity)
  - Analyze
  - Solve a problem
  - Write a well supported argument
  - Evaluate work according to specific criteria
  - Use graphics to represent data

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## Consider...

- If we continue to insist that students in our class are not mature enough to work independently, when do we assume they will learn those skills?

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## More Considerations...

- There is a strong correlation between a student's ability to work independently and his/her metacognition
- In difficult settings:
  - Pinpoint exactly where the student begins to struggle
  - Break the concept in smaller chunks
  - Make transitions from one concept to the next understandable

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## Example of 4th Grade Language Arts

### Objectives

#### Students will know:

- The rules and forms that follow the types of poetry studied throughout the unit.
- The terms for various poetic elements and how they are used in poetry.

#### Students will understand:

- That poets use a variety of poetic forms and elements to adequately express their ideas, thoughts, and observations.

#### Students will be able to do:

- Correctly utilize a variety of poetic forms as a form of expression.

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## Example of Teaching a Concept

- New World Explorers
- **Know**
  - Names of New World explorers
  - Key events of contribution
- **Understand**
  - Exploration involves:
    - Risk
    - Costs and benefits
    - Success and failures
- **Do**
  - Use resource materials to illustrate and support ideas

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# Lesson Plans to Fit All Students

- One example is the Curriculum Diamond

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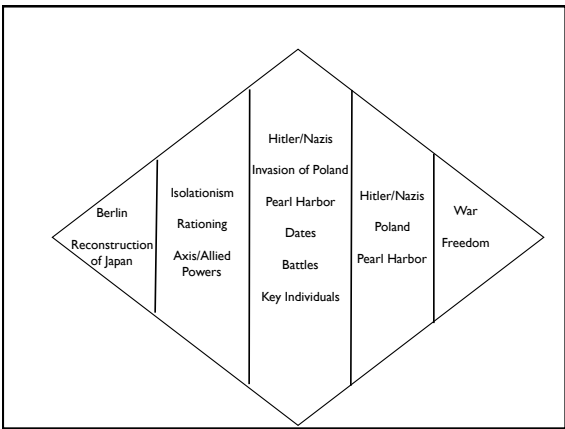
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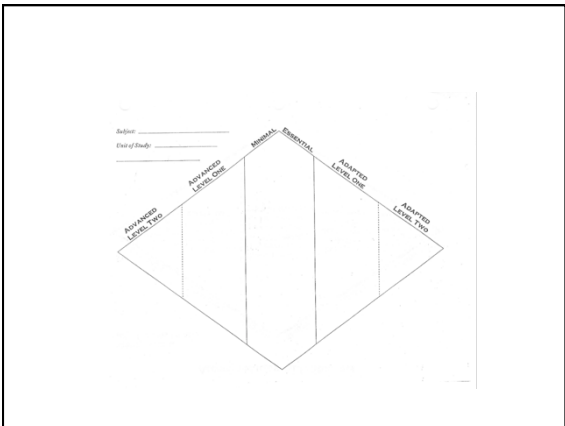
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## You Try!

- Divide into pairs
- Create a lesson plan for an entire unit overview, weekly content, or specific lesson

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## Thank You

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