

Management Map



Purpose: to manage students into pairs at their tables by intentionally pairing them with shoulder partners and face partners

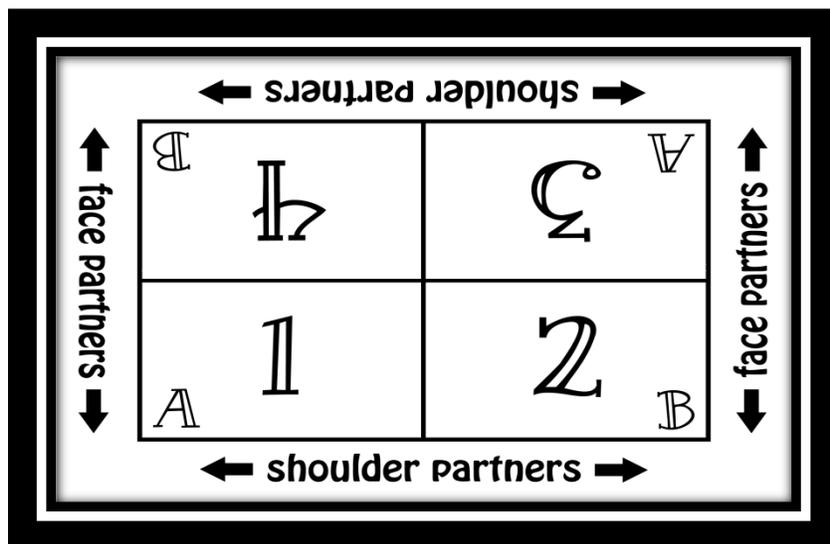
Participant Directions:

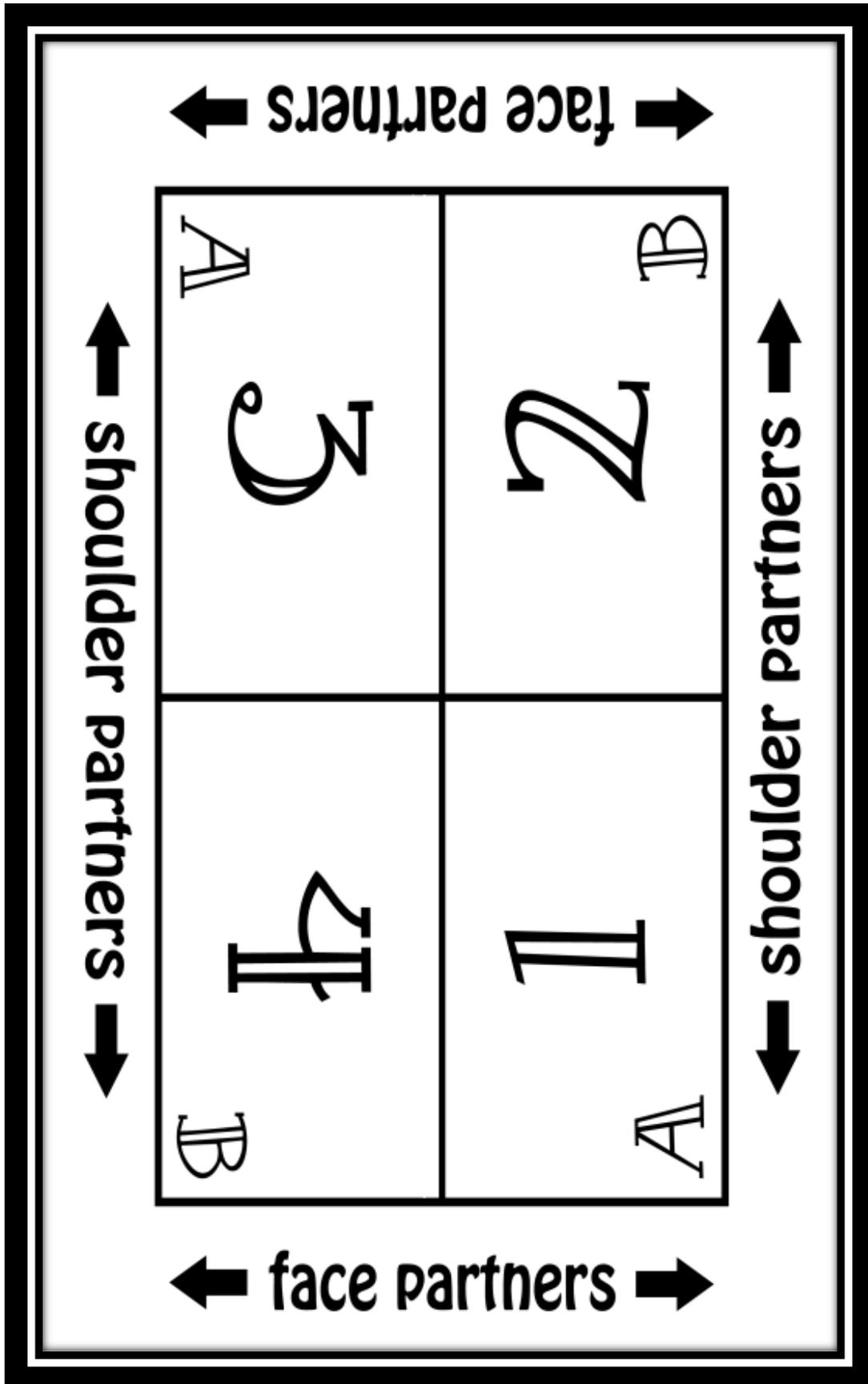
1. Arrange students in pods of four (at tables, with desks) by considering interests, ability, intelligences, AND collaborative style.
2. Direct them to their face partner (the one directly across from them).
3. Direct them to their shoulder partner (the one directly beside them).
4. Keep Management Map in center of table with tub of materials as a reminder.

Time Frame: Up front arrangement: 20 minutes; 5 seconds or shorter in class

Activity Aliases:

- Partner Placemat
- Teamwork Guide







Consensus Placemat Activity

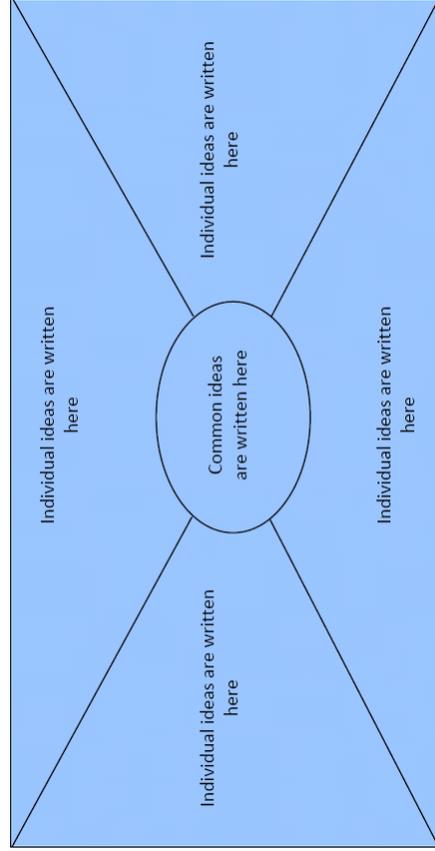
Purpose: to encourage agreement building by activating prior knowledge and motivating explanation through thinking, writing, and collaboration

Participant Directions:

1. answer the question in the center circle by writing thoughts in the individual section of the chart paper
2. share ideas with the table group one at a time
3. “come to a consensus” on the ideas that are common to all responses
4. write the common responses in the center circle
5. create a common response to the original question using the ideas in the center circle

Activity Aliases:

Shared Agreement Activity
Sticky Note Acceptance





Lesson Context:

	<u>Essential Standard</u>	<u>Clarifying Objective</u>

Stated or implied BIG Ideas in the nouns and adjectives:

Stated or implied SKILLS in the verbs:

Understanding:
 Students will **understand** that...

Knowledge:
 Students will **know** that...

Skills: Students will be able to...

Literacy Connector	Instructional Idea
Reading	
Writing	
Thinking	
Collaborating	

Instructional Outline

Performance Task:		
<i>What do I want my kids to be able to know or do?</i> Curriculum Talk: What do I want them to master?	<i>What will I put in front of them to help them know or do it?</i> Curriculum Talk: What will I put in front of them to help them master it?	<i>What will I do when they need help to know or do it?</i> Curriculum Talk: What will I do when they need support to master it?

Reflection Notes:



7th Grade Physical Education: Motor Skills (MS)

	<u>Essential Standard</u>	<u>Clarifying Objective</u>
7.MS.1	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	PE.7.MS.1.1 Execute complex combinations of movements specific to game, sport, or physical activity settings in at least one of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance, or gymnastics.

Stated or implied BIG Ideas in the nouns and adjectives:

Coordination of several movements to a specific

Stated or implied SKILLS in the verbs:

execute: carry out or follow through with an action

Understanding:
Students will understand that...

Several movements must combine together in order to complete an activity

Activities and sports require knowledge and understanding of complex motion

Knowledge:
Students will know that...

Coordinating movements together will produce a physical action

Different movements will produce a different result depending upon the physical activity

Skills: Students will be able to...

- Execute an offensive play correctly
- Articulate the steps involved

Literacy Connector	Instructional Idea
Reading	play sheet frames, feedback frames
Writing	feedback frames
Thinking	turn and talk, feedback frames
Collaborating	demonstration teams, role play

Instructional Outline		
Performance Task:	With a team of peers, students will be able to execute an offensive play on the football field correctly and provide feedback evaluating the work of other groups.	
<i>What do I want my kids to be able to know or do?</i>	<i>What will I put in front of them to help them know or do it?</i>	<i>What will I do when they need help to know or do it?</i>
Curriculum Talk: What do I want them to master?	Curriculum Talk: What will I put in front of them to help them master it?	Curriculum Talk: What will I do when they need support to master it?
Coordinating movements together will produce a physical action -- Execute an offensive play correctly	Model how to run the play from each position (QB, RB, OL, WR, etc.) -dry erase board and play sheets	Re-orientation statements, turn and talk, Q & A sessions
Different movements will produce a different result depending upon the physical activity -- Articulate the steps involved in executing an offensive play	Demonstration teams: Pick one role Quarter Back, Running Back, Offensive Line, or Wide Receiver and explain your steps in the play to your teammates	Misconception correction, extended think aloud, summary statements
Evaluate a peer's performance of an offensive play	After working in demonstration teams, provide feedback to each other regarding strengths and weaknesses of the demonstrations. You may use this frame to organize feedback: <i>During your demonstration, I noticed that you did these things well:----- . One suggestion that I would make would be:-----.</i>	Feedback Frame: collect from students, provide feedback, and return for content mastery correction

Reflection Notes:

- ✓ *No teams larger than four*
- ✓ *Assign roles the first time: allow them to pick as they get used to group work*
- ✓ *Set norms as a class for group work; show them models of norms and of frames*

Literacy as a Shared ResponsibilityShared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well. Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

North Carolina Literacy Standards Intro

Shared responsibility for students' literacy development

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North Carolina Literacy Standards Intro