

**Teaching With the
Instructional Cha-Chas**

BOOK STUDY

with Solution Tree

by LeAnn Nickelsen and Melissa Dickson

SCHEDULE CHART

Dates 1-2 EDT	They Read Beforehand	What We Will Discuss **Once we know grade levels and roles of teachers, we will design the specific strategies that we will share	Preview of Next Session – Assignment Ideas	Assignment Ideas **Once we know grade levels and roles of teachers, we will design some assignment choice
June 2	Chapters 1-2 LeAnn	<ul style="list-style-type: none"> • Welcome and explain big picture of our time together; why we wrote the book; what the 4 steps are doing for schools, what goodies they will receive during this book study • Concepts we teach: Research (effect size), dance/rhyme, alignment, top portion of lesson plan template (LeAnn will prepare) 	*For next session, give participants overview of Ch. 3-4 and possible assignments if they want extra hours (CEUs).	Create alignment with a lesson – use Matrix
June 9	Chapters 3-4 LeAnn	<ul style="list-style-type: none"> • Questions they have • Share some assignments from previous meeting (ask permission) • Concepts we teach: Know students; pre-assess students, chunking tools (Ch. 3-4 – LeAnn will prepare) 	*For next session, give participants overview of Ch. 5-6 and possible assignments.	Create lessons using one of the tools from these chapters; video record a Think Aloud; video record any child practicing the Student Think Aloud (with permission, of course); complete a rotation station/jigsaw plan (virtually or for next year’s classroom); incorporate any of the templates for your texts or learning targets
June 16	Chapter 5-6 Melissa	<ul style="list-style-type: none"> • Questions they have • Share some assignments from previous meeting (ask permission) • Concepts we teach: Chew and Check (Chapters 5-6) - Melissa 	*For next session, give participants overview of Ch. 7-8 and possible assignments	
June 23	Chapters 7-8 Melissa	<ul style="list-style-type: none"> • Questions they have • Share some assignments from previous meeting (ask permission) • Concepts we teach: Differentiation and Lesson Plan Template (Ch. 7-8) - Melissa 	*Bonus: They can create a completed lesson using the template for our feedback	*Bonus: They can create a completed lesson using the template for our feedback

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Teaching With the Instructional Cha-Chas: Four Steps to Make Learning Stick

By LeAnn Nickelsen and Melissa Dickson

Study Guide

This study guide is a companion to the book *Teaching With the Instructional Cha-Chas: Four Steps to Make Learning Stick* by LeAnn Nickelsen and Melissa Dickson. *Teaching With the Instructional Cha-Chas* provides a four-step cycle—(1) chunk, (2) chew, (3) check, and (4) change—that educators can easily implement. Teachers can chunk (instruct), help students chew (learn), check (evaluate), and change (differentiate) to meet students’ needs and increase student achievement.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, or assess conditions in a particular school or district.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create deliver content and effectively use the formative assessment process in your classroom.

Chapter 1

Choreograph Your Instruction With the Cha-Chas Steps

1. Define *effect size*. What do researchers say is the most effective way to improve student learning and achievement?
2. When do preassessments, formative assessments, and summative assessments occur? List some of the characteristics of the formative assessment process.
3. What is differentiated instruction? What is team differentiation and is it a worthwhile practice?
4. What are the four steps of the instructional cha-chas cycle? What are the goals of every lesson when implementing this cycle? Why is planning the foundation for quality lessons?
5. What is chunking? How does chunking help students learn? What do students do with the chunked content during chews, the second step?
6. During which step do educators teach students to self-assess and self-monitor? When do teachers introduce major differentiation?

Chapter 2

Move Smoothly From Broad Ideas to Smaller Ideas

1. Why is it important to create daily, student-friendly learning targets when planning a lesson? Consider a lesson you teach. How many learning targets do you have in place to help students reach the standard?
2. Describe the process for identifying learning targets. Why is unpacking standards necessary for creating learning targets?
3. List the five characteristics of strong learning targets.
4. What are the necessary qualities of the main formative assessment for determining if students are mastering learning targets? Provide some examples of formative assessments that have these characteristics.
5. Why is it important to provide students with the criteria for success? Do you ever involve your students in the development of these criteria? How might student learning benefit when they help design criteria for success?

Chapter 3

Get to Know Your Dance Partners

1. Why should teachers take the time to get to know their students? What are some methods you use to get to know your students? Do you use the information you gather when planning instruction?
2. In what ways are preassessments different from activating prior knowledge? How do preassessments give teachers a big advantage? How does activating prior knowledge give students a big advantage?
3. When does pre-exposing occur? When does priming occur? List some classroom examples of pre-exposing students to content and of priming. Why are these teaching strategies important to student learning?
4. What are the two types of preassessments? What types of preassessments do you use in your classroom?
5. Consider the teacher-designed preassessment strategies in this chapter. Which strategies are unfamiliar to you? Which would be a good fit in your classroom? If so, which ones and why?

Chapter 4

Take Step One: Chunk (Instruct)

1. What does research suggest about the brain's proclivity to chunk information? How can teachers aid in this natural process when planning lessons?
2. Describe *short-term memory* and *working memory*. What are some factors that might prevent information from settling in a student's long-term memory?
3. How is chunking information by time limits helpful to student learning? What are some factors teachers should consider when deciding how much time to spend on a chunk?
4. What does the primacy-recency effect suggest about how learners retain information? Which chunks will students more easily forget? How can teachers help their students focus on and retain information throughout a lesson?
5. What are the five teaching elements that each chunk should include? Describe how each element helps students retain content.
6. Consider the strategies in this chapter that help you plan chunks. Are there any that you could incorporate into your classroom? In what ways might you modify these strategies?

Chapter 5

Take Step Two: Chew (Learn)

1. What takes place during processing? In what ways can students process content?
2. What does chewing look like? What is the correlation between student academic talk and long-term learning?
3. What are the benefits of processing? What do teachers gain from effective processing? How does processing affect student learning?
4. What are readiness groups? Why should teachers use homogeneous readiness groups sparingly?
5. Define *cooperative learning*. What are its five components?
6. Consider a lesson where students process information independently. How might you alter this lesson so that students chew on the content in heterogeneous groups? What strategies can you place in this lesson plan?

Chapter 6

Take Step Three: Check (Evaluate)

1. Why is checking for understanding one of the vital steps in the formative assessment process? How can adding a quick recall practice after a lesson affect student learning?
2. List some of the most effective practices teachers use to check for student understanding. In what ways do you check for student understanding? Do you use formative assessments to examine evidence every day from every student to evaluate progress and determine lesson effectiveness?
3. How do summative assessments and formative assessments differ?
4. What is one of the least effective types of feedback teachers can give students? Why is this the case? What is the most powerful type of feedback?
5. List the three questions that must be included in the feedback cycle. Why is it important for students to take ownership of the feedback process?
6. How can teachers kick off the three-step feedback process? What are the three routes students can go down during step one of the feedback process?

7. How might you approach students in each route during step two of the feedback process?

What actions can teachers take to help students when starting step three of the feedback process?

Chapter 7

Take Step Four: Change (Differentiate)

1. How does the fourth step, change, differ from the first three steps of the instructional changes?
2. What do teachers base all their changes on? List and describe the most common types of change.
3. How do you find the time for more purposeful differentiation? What are some of the other possibilities for finding time to make effective change?
4. How would you respond to the hypothetical exit ticket scenario described on pages 160–161? Consider figure 7.1: A teacher’s reflection on an exit ticket (pages 161–162). Are there other options not listed for changes to tomorrow’s lesson? What do you think about these choices?
5. How do the strategies in this chapter differ from the strategies in the previous chapters? Why is this the case?

Chapter 8

Finesse the Chunk, Chew, Check, and Change Cycle: A Beautiful Classroom

Dance

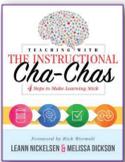
1. Which steps of the instructional cha-chas already have a strong foundation in your classroom and instructional practices? Which steps do you need to grow so that you seamlessly implement chunks, chews, checks, and changes?
2. Describe the chunk, chew, and check used in scenario one. What evidence does the teacher base his right-now change on? How does accelerating the lesson benefit student learning?
3. Note all the checks the teacher uses in scenario two. What changes does she make to her instruction after each check?
4. Why is keeping a checklist with the instructional cha-chas steps helpful when planning lessons? How does the teacher benefit? How do students benefit?
5. What bumping it up strategies will help proficient students? What breaking it down strategy will help struggling students?

6. Evaluate your results after completing the “Teacher Self-Assessment for the Four Step Instructional Cha-Chas Cycle” reproducible (pages 199–201). What the one area do you want to focus on strengthening first? What actions do you need to take to achieve this goal?

SESSION 1: Chapters 1 and 2

Teaching with the Instructional Cha-Chas:
4 Steps to Make Learning Stick

Book Study – Session #1



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GO! Moments

G = Gratitude
What are you grateful for today? Yesterday?



O = Optimism
What are you looking forward to?





When placed in a positive state, mood, or emotion, the brain is up to 31% more efficient compared to a negative mood.



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SESSION 1: Chapters 1 and 2

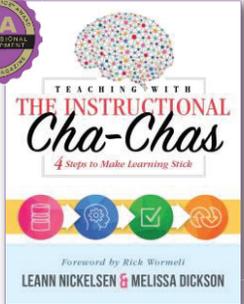
The Big Picture			
Dates 1-2 EDT	They Read Beforehand	Learning Targets	Preview of Next Session
June 2 Session #1	Chapters 1-2 LeAnn	<ul style="list-style-type: none"> Welcome and explain big picture of our time together; why we wrote the book; what the 4 steps are doing for schools Concepts: Research (effect size); dance/rhyme, alignment, alignment 	*For next session, give participants overview of Ch. 3-4 and possible assignments.
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June 23 Session #4	Chapters 7-8 Melissa	<ul style="list-style-type: none"> Questions they have Share some assignments from previous meeting (ask permission) Concepts we teach: differentiation and lesson 	*Bonus: They can create a completed lesson using the template for our feedback

Goodies...

- Please do the study guide on your own – process with others, write in your answers before the next session, or write your thoughts after the session as a way to wrap up your thinking. <https://solutiontree.s3-us-west-2.amazonaws.com/solutiontree.com/media/pdf/event-materials/Cha-Cha-Book-Study-Support-Materials.pdf>
- You will receive a PDF of the slides as the Handouts.
- You are receiving some sections of our full day workshop full of examples – wow – but you must be present.




1. Tweet 
@LNickelsen1
@mdickson221
@SolutionTree
2. Amazon review of our book
3. Share your examples

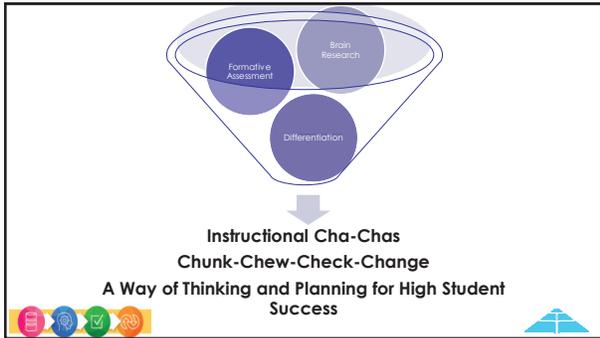



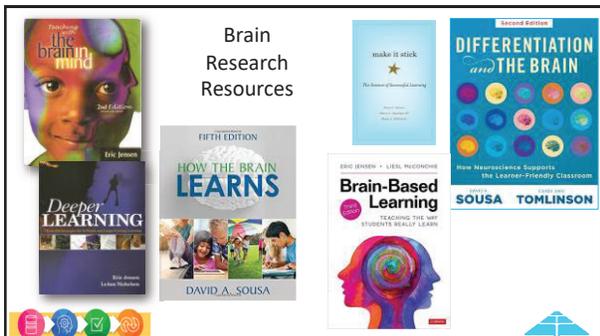


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SESSION 1: Chapters 1 and 2







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SESSION 1: Chapters 1 and 2

Evidence-Based Instruction Resources

Visible Learning for Teachers
Visible Learning for Educators
Visible Learning for Instructional Leaders
Classroom Instruction that Works
The Highly Engaged Classroom

Formative Assessment Process Resources

Formative Strategies for Every Classroom
Advancing Formative Assessment
Embedded Formative Assessment
Embedding Formative Assessment

Differentiated Instruction Resources

Deeper Learning
Fair Isn't Always Equal
Making Differentiation
Advancing Differentiation
How to Differentiate Instruction

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SESSION 1: Chapters 1 and 2

1. We can explain what the Formative Assessment Process is all about and why it's so powerful.



How Can We Measure Impact?

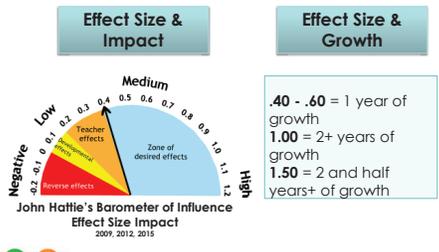


Effect Size
A number that tells us the size of the impact that a particular strategy (or factor) has on student learning.

“Is this action REALLY helping my students, or is it a waste of time?”



An Effect Size > 0.4 Is Impactful



Effect Size & Impact

Effect Size & Growth

.40 - .60 = 1 year of growth
1.00 = 2+ years of growth
1.50 = 2 and half years+ of growth

John Hattie's Barometer of Influence
Effect Size Impact
2009, 2012, 2015



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SESSION 1: Chapters 1 and 2



John Hattie's Research



1. ____ - Teacher-Student Relationships
2. ____ - Providing Formative Feedback to Teachers for Their Growth
3. ____ - Feedback
4. ____ - Teacher Clarity
5. ____ - Student Self-Assessment
6. ____ - Collective Teacher Efficacy

1.57
1.44
.90
.75
.73
.72




Visible Learning™ 250+ Influences on Student Achievement

CLASSROOM	LEARNING	TEACHING Practice	TEACHING Practice	TEACHING Practice	
Teacher-Student Relationships	1.57	Providing Formative Feedback to Teachers for Their Growth	1.44	Feedback	.90
Teacher Clarity	1.44	Feedback	.90	Teacher Clarity	.75
Student Self-Assessment	.75	Collective Teacher Efficacy	.73	Student Self-Assessment	.72
Collective Teacher Efficacy	.73	Formative Assessment	.72	Formative Assessment	.72



<https://visible-learning.org/wp-content/uploads/2018/03/VISIBLE-252-Influences-Hattie-ranking-DEC-2017.pdf>




Providing Formative Evaluation

.90

Feedback to teachers on what is happening in their classrooms so they can ascertain: **“How am I doing?”** in achieving the learning intentions they have set for their students so they can decide: **“Where to next?”** for the students.




SESSION 1: Chapters 1 and 2

Formative Assessment Research

When implemented well, formative assessment can effectively **double** the speed of student learning (William, 2007).

- Synthesis of more than 4,000 research studies in the last 40 years.
- Research focused on **feedback that was given minutes, hours, or days, rather than weeks or months later.**

PLANNING ALIGNMENT
Teacher Clarity
.75
Daily Learning Targets to Big Standards!

1. **Chunk**
(Instruct)

2. **Chew**
(Learn)

3. **Check**
(Examine/analyze)

4. **Change**
(Differentiate)

Where am I going? .73

Where am I now? .73

How do I close the gap? .73

p. 11 in book

.90

CHA-CHA
Instructional Cha Chas
CHA-CHA

Chunk It
We teach a bit

Chew It
They think about it

We Check It
To see if they know

Change Our Instruction
To watch them grow!

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30-Second Expert

In 30 seconds, share what you learned so far by starting your Quick Write with: **"I am an expert on The Instructional Cha-Chas because I know..."**



2. We can ensure that our lessons are aligned so students can reach the standard. Learning Target, Formative, Criteria for Success.



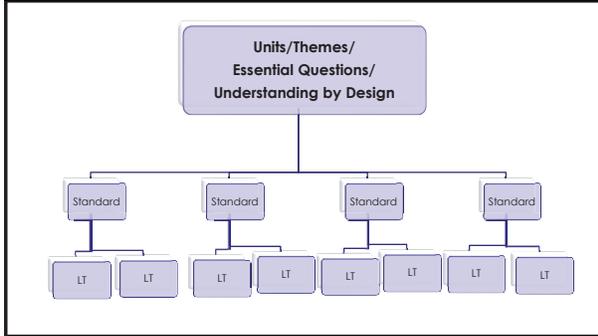
Teacher Clarity .75

This number represents how important it is for "the teacher to **communicate** the intentions of the lessons and the notions of what success means for these intentions."

It's the "organization, explanations, examples, guided practice, and assessments of student learning."



SESSION 1: Chapters 1 and 2



Deconstruct the Standard
Every reading standard has a **skill**,
concept, and **context**. p. 17

<p>RI.8.2: Determine a central idea of a text and analyze its development over the course of the text; including its relationship to supporting ideas; provide an objective summary of the text</p>	Determine	Central idea	{	Conveyed through particular details in the text
	Analyze	Central idea	{	Development over the course of the text Relationship to Supporting Ideas
	Provide	Summary	{	Using the text distinct from personal opinions or judgments

An Excellent Learning Target

1. It's a baby step toward your state standard for that day's lesson
2. Posted and can be seen by students; shared verbally too
3. Clear to the reader - can visualize what students might do
4. Rigorous verb and content/skills with "I Can"
5. Image posted near the verb to define academic language (verb)
6. Used throughout the lesson (beginning, middle, and end)
7. Student is able to explain to visitor the learning target

SESSION 1: Chapters 1 and 2

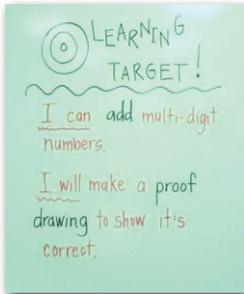
Learning Target: A Strong Why

Why on earth?

1. Keeps teacher focused during the lesson
2. Helps students know the goal for that day; for that lesson (produces clarity)
3. Allows for better feedback that truly can move students forward
4. Produces visible learning if formative was designed correctly
5. Can dump dopamine in the frontal lobe: motivational neurotransmitter
6. LT is used to assess present levels of learning, and then teacher and student partner to strategically narrow the gap between where student is and where he or she needs to go to reach mastery of the LT.



WHY?



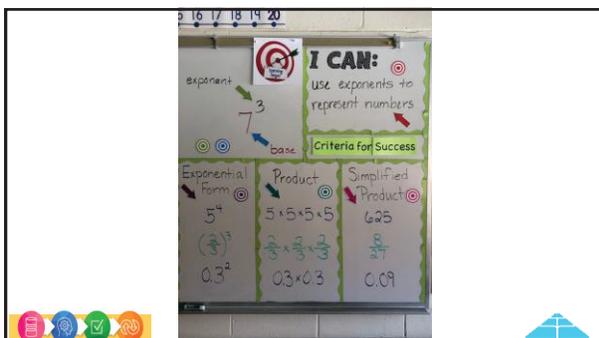


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Ways to Share Learning Target with Students

- Get them vested and excited (interesting, doable, oh cool, relevant, I think I'll engage)
- Share verbally and visually
- Leave a word out - they guess (Cloze)
- Consistently located and shared across the school (location, I can language, picture cue)
- Challenge: Messy Learning Targets
- Chant/Turn & Talk the Learning Target
- YTT - Yesterday we... Today we... Tomorrow we...
- Ask students to say the learning target in their own words



Characteristics of an Excellent Formative

- It is what the students do, say, make, or write during the day's lesson and directly matches the learning target.
- It assesses their understanding of the content, skills, and reasoning that is in the lesson - essential for mastery. It is evidence that the students "got it!"
- Connects to other lessons (there is a flow).
- It's rigorous and engaging - challenges students.
- The Criteria for Success explains the details of this formative.
- Variety used (quick checks or longer, deeper learning assessments).



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SESSION 1: Chapters 1 and 2

Examples of Formative Assessments

Little Bitties	Main Formative
<ul style="list-style-type: none">• Dry-Erase Boards• Exit Slips• Think-Pair-Share• Quick Write• Quick Draw• Do 3 and Come See Me• Show Me Cards• Touch Cards• Questions for Students• Observations with Cruisin' Clipboards	<ul style="list-style-type: none">• Stop-N-Thinks• 6 Thinking Hats• Mind Mapping• Cornell Notes• Interactive Notebooks• Writing• Projects• Reciprocal Teaching• Socratic Seminars• Analyze Your Test• Prepare Your Work with Exemplars• Interactive Notebooks

GOAL: 2-3 per lesson



FREEBIE

To receive the formatives with effect sizes next to them:

<https://maximizelearninginc.com/home/free-resources-for-educators/>

Called: Instructional Cha-Cha Webinar Mini Packet



Thinking Job with Tabs Making Reading Visible!



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What Are Criteria for Success?

- The **qualities of the formative** (performance or product) that you have declared as proof/evidence of mastery of the learning target. **Quantities too.**
- It's a tool so students know **exactly what you want** from them within the formative – so they can assess their current performance in light of the learning target.
- **Bottom Line:** Criteria for Success describes the characteristics of the product or performance – the formative.




Criteria For Success

- Rubric
- Student Self-Assessment
- Peer Assessment/Feedback
- Checklist
- Exemplars and Non-Exemplars
- Blank Template with the Components to Complete





5+ Star Writing

	Capital letter to start my sentence. I see a dog.
	Punctuation to end my sentence. Where is the dog?
	Use finger spaces. The dog is brown.
	Use neat handwriting. K k
	My sentence makes sense.
	One opinion statement I like green apples.
	One because statement because they are juicy.
	Picture matches my words The sun is smiling.




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Weekly Writing Prompt

Writing	Self	Friend	Teacher
I can describe the main/idea.			
I can describe my opinion using correct punctuation.			
I can give 3 reasons that support my opinion.			
I can use writing words to make my correct my opinion and punctuation.			
I can write concluding sentences.			
I can use Tier 2 vocabulary words.			
I can cite evidence in my writing.			

Conventions	Self	Friend	Teacher
I can use finger spaces.			
I can use correct punctuation.			
I can indent my first paragraphs.			
I can use appropriate letter of the beginning of a sentence and for proper nouns.			
I can use the word and to separate words.			
My sentences make sense.			

Potential Criteria For Weekly Writing Prompt

Criteria	Student	Peer	Someone Older	Teacher
1. Question is answered thoroughly (accurate, clear answer)				
2. The writing is organized (introduction, middle, and conclusion; sequential)				
3. The answer has at least 3 text-based or note-based references to support it (sourced accurately, truly support answer)				
4. Reader can visualize the answer to this prompt (details are present, word choice is vivid)				
5. At least 3 vocabulary words are used to explain the answer (underline) Tier 2 or 3				
6. Conventions (spelling, grammar, usage, punctuation, capitalization, etc.)				

Feedback & Differentiation Opportunities

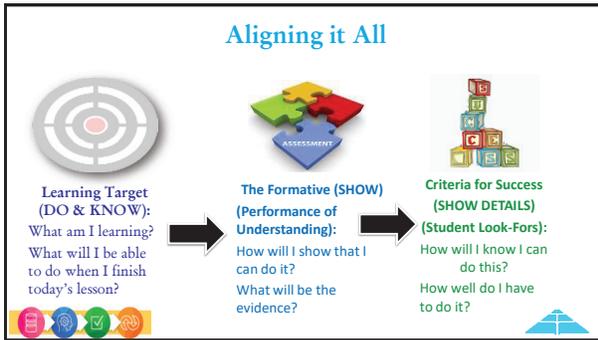
Learning Target:
I can decompose teen numbers (11-19) into tens and ones.

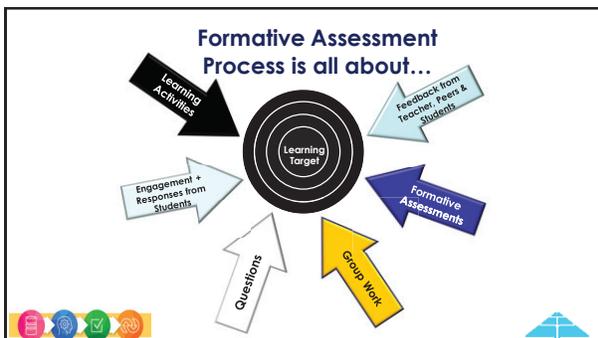
Criteria for Success:
Your number bond shows:

- A picture that shows the amount of tens and ones
- Tens and ones labeled
- A number sentence that matches the picture

SESSION 1: Chapters 1 and 2

<p>Fourth-Grade ELA classroom</p>	<p>Learning Target + Formative + Criteria for Success</p>	<p>p. 19</p>
<p>Learning target: I can make a reasonable inference about a character's feelings based on their actions and dialogue. Standard RL.4.1</p>	<p>Book Club Chapter Response Very Important Part Criteria for Success</p> <ul style="list-style-type: none"> I made an <u>inference</u> about my character based upon what I read today. I backed up my inference using <u>details</u> about what the character <u>said</u> and/or <u>did</u>. [Clue: Think about <u>how</u> the character said something.] I will <u>capitalize</u> all sentences and proper nouns. I will end each sentence with <u>punctuation</u>. I will reread my response to make sure that it sounds right and that I answered all parts of the questions. 	
<p>By: Aml The most important thing that Matt did was go to war with George Washington. That was important because he could have got really hurt. The most important feeling that Matt had was worried. Matt was worried because he was stuck in the time of the Revolutionary War.</p>	<p>Scaffolded Criteria for Success</p> <p>Book Club Chapter Response Very Important Part Criteria for Success</p> <p>Sentence starters: The most important thing that _____ did was _____ because _____.</p> <p>the most important feeling that _____ had was _____ because _____.</p> <ul style="list-style-type: none"> I made an <u>inference</u> about my character based upon what I read today. I backed up my inference using <u>details</u> about what the character <u>said</u> and/or <u>did</u>. [Clue: Think about <u>how</u> the character said something.] I will <u>capitalize</u> all sentences and proper nouns. I will end each sentence with <u>punctuation</u>. I will reread my response to make sure that it sounds right and that I answered all parts of the questions. 	





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Weekly Aligned Plan

	Standard	Learning Target	Main Formative	Criteria for Success
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

pp. 197-198

Daily Lesson Plan			
Subject/Unit: _____ Grade: _____ Date to be Taught: _____			
Standard: _____			
Learning Target: _____			
Chain Formative (Address for achieving the LT)	Differentiation Explained	Criteria for Success (check space)	Criteria for Success (explain details)
<ul style="list-style-type: none"> • Exit Ticket • Self-Reflection • Peer Assessment • Exit Ticket 	<ul style="list-style-type: none"> • Exit Ticket • Self-Reflection • Peer Assessment • Exit Ticket 	<ul style="list-style-type: none"> • Exit Ticket • Self-Reflection • Peer Assessment • Exit Ticket 	<ul style="list-style-type: none"> • Exit Ticket • Self-Reflection • Peer Assessment • Exit Ticket
What Teacher Will Do		What Students Will Do	
(Check those that apply)		(Check those that apply)	
Beginning Chunks (1-2)		<ul style="list-style-type: none"> • Exit Ticket/Peer Review Check • Exit Ticket • Dry Run Boards – quick checks • Teach & Tell (Student leader instructed) • Teacher Observation – document on Couplet Clipboard • Writing • Self-Assessment/Peer Assessment • The Main Formative evidence • Other _____ 	
Middle Chunk (1-2)		<ul style="list-style-type: none"> • Exit Ticket/Peer Review Check • Exit Ticket • Dry Run Boards – quick checks • Teach & Tell (Student leader instructed) • Teacher Observation – document on Couplet Clipboard • Writing • Self-Assessment/Peer Assessment • The Main Formative evidence • Other _____ 	

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SESSION 1: Chapters 1 and 2

SMILE!

- It takes 37 muscles to frown and 22 muscles to smile. Smiling conserves energy!
- If you force a smile, you will eventually feel like smiling automatically. You can actually change your feelings!
- Average child laughs 400 times a day; average adult laughs 15 times a day!



THANK YOU for all that you do, how hard you are working right now, and for being an educator. Keep on smiling...



Overview of Chapter 3-4 for Next Week

- **Chapter 3 - Get to Know Your Dance Partners**
Ways to know your students (Anticipation Guide; Draw It, Web It, Write It; 4-Choice Processing and/or The Big Picture)
Thinking Job: Which idea, strategy, or concept do you like best for your students and your content for next school year? (Tag it with sticky notes; then in Chat Room next week, please share top tags!)
- **Chapter 4 - Take Step One: Chunk (Instruct)**
What is a chunk, and why does the brain like it; how to chunk a reading lesson, video, or block lesson; Teacher/Student Think Aloud during explicit instruction; mind mapping shows the chunks.
Thinking Job: Which idea, strategy, or concept do you like best for your students and your content for next school year? (Tag it with sticky notes; then in Chat Room next week, please share top tags!)

SESSION 1: Chapters 1 and 2

LEANN NICKELSEN

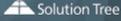
Professional Development Ideas:

- Webinars with Follow-Up Assignments with Feedback (optional)
- Coaching: Understanding by Design then into daily lesson plans: Instructional Cha-Cha Template with your standards (Unit Creation)
- Virtual Learning Walks

Bring LeAnn to Your School – virtually too

SolutionTree.com/Leann-Nickelsen.html



 Solution Tree

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Bring us to your school virtually or in person
Call Solution Tree at: 877.335.1596

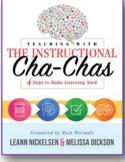


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SESSION 2: Chapters 3 and 4

Teaching with the Instructional Cha-Chas:
4 Steps to Make Learning Stick

Book Study – Session #2



By LeAnn Nickelsen &
Melissa Dickson

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melissa-dickson@hotmail.com

Twitter: @LNickelsen1
@MDickson221
@SolutionTree



“How Are You Doing?”

Passionate	Very Blessed
Amazing	It’s a Long Story
Nearly Illegal	Running on Empty
Awesome	Slightly Irregular
Unbelievable	Highly Underrated
Psyched Up	Suspiciously Good

You Wouldn’t Believe It If I Told You



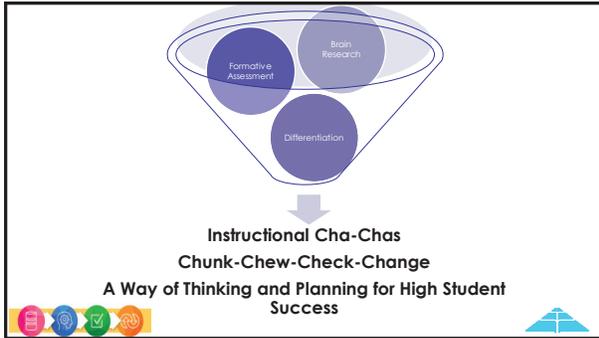


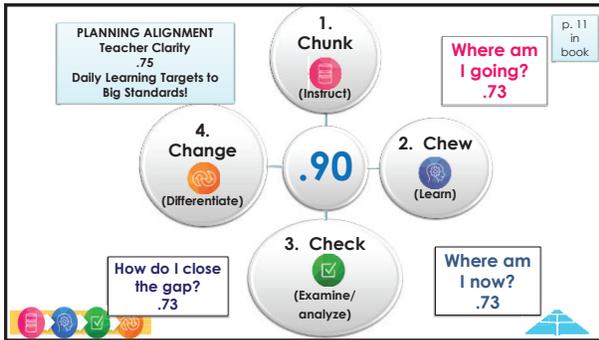
When placed in a positive state, mood, or emotion, the brain is up to 31% more efficient compared to a negative mood.

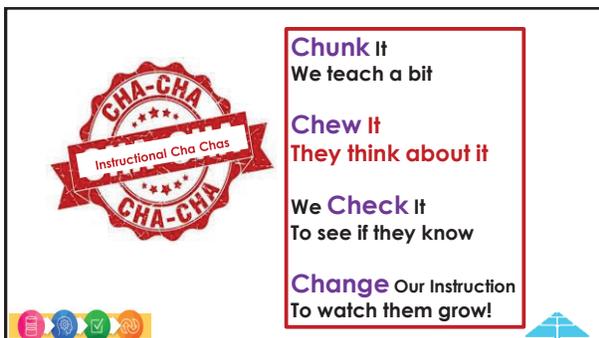


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SESSION 2: Chapters 3 and 4







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SESSION 2: Chapters 3 and 4

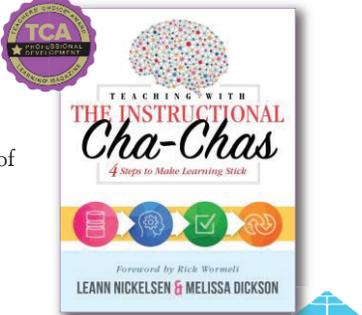
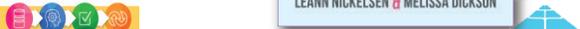
The Big Picture			
Dates	They Read	Learning Targets	Preview of Next Session
June 2 Session #1 1-2 EDT	Chapters 1-2 LeAnn	<ul style="list-style-type: none"> Welcome and explain big picture of our time together; why we wrote the book; what the 4 steps are doing for schools Concepts: Research (effect size); dance/rhyme, alignment, alignment 	*For next session, give participants overview of Ch. 3-4 and possible assignments.
June 9 Session #2	Chapters 3-4 LeAnn	<ul style="list-style-type: none"> Questions they have Share some assignments from previous meeting (ask permission) Concepts we teach: Know students; pre-assess students, chunking tools 	*For next session, give participants overview of Ch. 5-6 and possible assignments.
June 16 Session #3	Chapter 5-6 Melissa	<ul style="list-style-type: none"> Questions they have Share some assignments from previous meeting (ask permission) Concepts we teach: chew and check 	*For next session, give participants overview of Ch. 7-8 and possible assignments
June 23 Session #4	Chapters 7-8 Melissa	<ul style="list-style-type: none"> Questions they have Share some assignments from previous meeting (ask permission) Concepts we teach: differentiation and lesson 	*Bonus: They can create a completed lesson using the template for our feedback

Goodies...

- Please do the study guide on your own – process with others, write in your answers before the next session, or write your thoughts after the session as a way to wrap up your thinking. <https://solutiontree.s3-us-west-2.amazonaws.com/solutiontree.com/media/pdf/event-materials/Cha-Cha-Book-Study-Support-Materials.pdf>
- You will receive a PDF of the slides as the Handouts.
- You are receiving some sections of our full day workshop full of examples – wow – but you must be present.



1. Tweet  @LNickelsen1 @mdickson221 @SolutionTree
2. Amazon review of our book
3. Share your examples

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SESSION 2: Chapters 3 and 4

**Chapter 3 –
Get to Know
Your Dance
Partners**



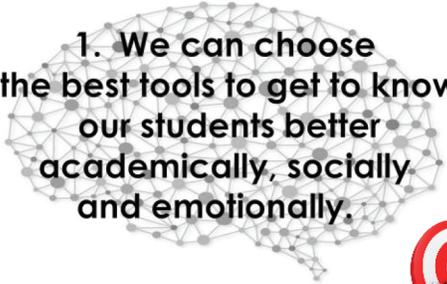


**Chapter 4 –
Take Step
One – Chunk
(Instruct)**






**1. We can choose
the best tools to get to know
our students better
academically, socially
and emotionally.**





Factors in a Student Learning Profile p. 22

Learning Profile	Description <i>(Teachers will ask the following questions for each factor of the learning profile.)</i>	Information Aspect
Learning modality	Do they learn best visually, aurally, kinesthetically, or a combination of these? Do they like noise or quiet? Do they work best alone or in a group? Do they prefer lots of light or a darker area? Are they affected by room temperature?	Academic, emotional
Cognitive style	Do they think in more concrete or abstract manners? Do they start their thinking process more part-to-whole or whole-to-part? Do they prefer a collaborative or competitive situation? Are they more inductive or deductive in their reasoning?	Academic, social
Intelligence preferences	How is their brain wired for learning? Are they verbal linguistic, logical-mathematical, visual spatial, bodily-kinesthetic, musical rhythmic, interpersonal, intrapersonal, or naturalists according to Howard Gardner's (1993) multiple intelligences?	Academic
Culture and gender	Does their culture or gender affect the way they learn, what they value, or how they interact with one another?	Social, emotional
Interests	What do they like to do outside the classroom? Can you use their interests to help them see the relevance in the lesson?	Social

SESSION 2: Chapters 3 and 4

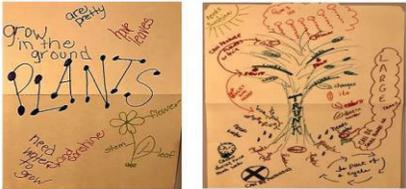
Before Learning Occurs...

- Pre-assess
- Activate Prior Knowledge
- Pre-Expose
- Prime



APK Before Learning with Graffiti Charts

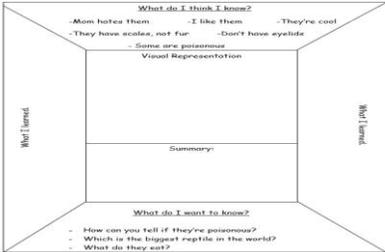
(Know Very Little, Know Some, Know More, Know A Lot)



pp. 26-27



APK Before Learning with Knowledge Framing



pp. 30-31



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SESSION 2: Chapters 3 and 4

2. Chunk – We can explore how to teach chunks of content so they become meaningful and memorable.

Mindmap – Bunch Of Chunks pp. 65-66

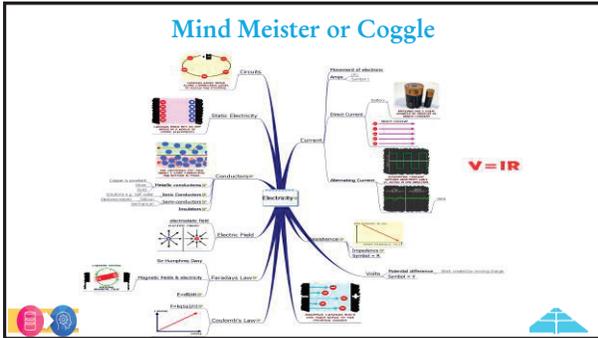
Mapping or Webbing

Concepts studied/to be mapped:
 water solid liquid
 gas vapor river
 ice steam

Drawn by a 2nd-grade student
As reported in Novak and Godwin, 1984

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SESSION 2: Chapters 3 and 4





Mind Map Assessment Rubric

Name: _____ Date: p. 79

Criteria	Noting	Strong	Excellent	Comments
<p>Content</p> <p>Has ideas in the branches, branches of the map are well organized and relevant to the content.</p> <p>Has a clear central idea to the content.</p>				
<p>Structure</p> <p>Has a clear central idea to the content.</p>				
<p>Appearance</p> <p>Has a clear central idea to the content.</p>				
<p>Other</p> <p>Has a clear central idea to the content.</p>				

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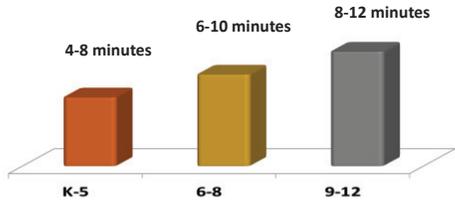
SESSION 2: Chapters 3 and 4

Chunk It!

- Present content in small chunks to introduce students to the knowledge and skills required in the standard. Use different methodologies and materials to meet the needs of all learners.
 - Video clips
 - Short interactive presentation
 - Investigative activity
 - Teacher-led demonstrations
 - Reading
 - Visuals- Artful Thinking
 - Interactive technology

How Long
Can I
Chunk?

When You Teach: Limit Content Input!



Grade Level	Recommended Content Input
K-5	4-8 minutes
6-8	6-10 minutes
9-12	8-12 minutes

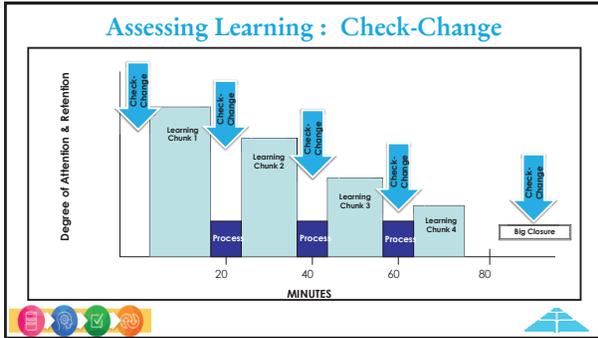
Variables to Consider with Time on Task

<h3 style="text-align: center;">Within Students</h3> <ul style="list-style-type: none"> □ Prior background knowledge □ Processing speed □ Memory skills (short- term, long-term and working memory) □ Metabolic state of students (energy level, emotional stress level, physical health, etc.) 	<h3 style="text-align: center;">Within Lesson Plans</h3> <ul style="list-style-type: none"> □ Simplicity of the content versus the complexity of the content □ Volume of content per minute □ New versus familiar content □ Relevancy and interest
---	--

Thank you to Dr. Eric Jensen

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SESSION 2: Chapters 3 and 4



Daily Lesson Plan				pp. 197-198
Subject/Unit: _____		Grade: _____ Date to be Taught: _____		
Standard: _____				
Learning Target: _____				
Main Formative (Evidence for achieving the LT)	Differentiation Explained:	Criteria for Success (check target): <input type="checkbox"/> Student Checklists (Self-assessment) <input type="checkbox"/> Peer Assessment <input type="checkbox"/> Examples/ Non-Examples <input type="checkbox"/> Other _____	Criteria for Success (explain details): <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
What Teacher Will Do		What Students Will Do (Check those that apply)		
Beginning Chunks (You Do)		<input type="checkbox"/> Exit Ticket/Pre-Check <input type="checkbox"/> Electronic Tools <input type="checkbox"/> Dry Erase Boards - quick checks <input type="checkbox"/> Turn & Talk Discussion (evidence required) <input type="checkbox"/> Teacher Observation - document on Observer Clipboard <input type="checkbox"/> Writing <input type="checkbox"/> Self-Assessment/Peer Assessment <input type="checkbox"/> The Main Formative - evidence <input type="checkbox"/> Other _____		
Middle Chunk (We Do)		<input type="checkbox"/> Exit Ticket/Pre-Check <input type="checkbox"/> Electronic Tools <input type="checkbox"/> Dry Erase Boards - quick checks <input type="checkbox"/> Turn & Talk Discussion (evidence required) <input type="checkbox"/> Teacher Observation - document on Observer Clipboard <input type="checkbox"/> Writing <input type="checkbox"/> Self-Assessment/Peer Assessment <input type="checkbox"/> The Main Formative - evidence <input type="checkbox"/> Other _____		

pp. 51-52
Teacher Guide to Chunking

Middle Chunk (You Do/Group Do) - Collaboration			
Group 1 - Teacher Group	Group 2	Group 3	Group 4
Middle chunk			
Ending Chunk (closure) (You Do)		<input type="checkbox"/> Exit Ticket/Pre-Check <input type="checkbox"/> Electronic Tools <input type="checkbox"/> Dry Erase Boards - quick checks <input type="checkbox"/> Turn & Talk Discussion (evidence required) <input type="checkbox"/> Teacher Observation - document on Observer Clipboard <input type="checkbox"/> Writing <input type="checkbox"/> Self-Assessment/Peer Assessment <input type="checkbox"/> The Main Formative - evidence <input type="checkbox"/> Other _____	

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SESSION 2: Chapters 3 and 4



Gradual Release of Responsibility

Pages 2-4

1. **I DO IT:** The teacher defines and models the strategy. Think Aloud
2. **WE DO IT:** The students practice and help the teacher. Partners support one another. Guided practice.
3. **TWO DO IT:** Small groups practice the skill together. Peer assess.
4. **YOU DO IT:** The students practice the strategy independently. Teacher checks for understanding.



Excellent Exit Tickets...

- Assess the Learning Target that day from every student
- Take no more than 3-6 minutes at the end of class
- Allows for student self-assessment
- Consistent – every day! Raises accountability during the lesson
- Evaluated by teacher ASAP and decision made as to how to respond
- BUT, if you know certain students will not be successful with them, pull and reteach/support



pp. 148-149

Exit Ticket

Name: February 20

Learning target: Find the area of a triangle.

Did not get it
 Need more practice
 Got it

Why?
Because I am good at this part!

Demonstrate:

$A = \frac{1}{2} b \times h$
 $A = \frac{1}{2} (9) \times 4$
 $A = \frac{1}{2} \times 36$
 $A = 18$

Post a WIIFM? for the Next Day or Week

WIIFM?

1. Tomorrow we will be learning:
2. It's important because:
3. _____ (student name) will be sharing a Cool Tool Moment:
4. The Learning Task might have the following Criteria for Success:
5. Some questions we will explore (bring your own too):
6. BYOI: Bring your own ideas to contribute to this learning



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SESSION 2: Chapters 3 and 4

Summary - Teach The Chunks...

- With CARER – p. 53
- So they are vested
- So they are actively engaged
- So there is relevance (connect)
- So they remember it
- With technology, books, blogs, articles, etc.

Coherent Content
Active Students
Relevant Content
Emotion-Evoking Strategies
Retrieving Information Often

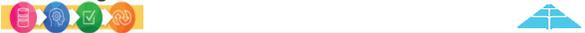


SMILE!

- It takes 37 muscles to frown and 22 muscles to smile. Smiling conserves energy!
- If you force a smile, you will eventually feel like smiling automatically. You can actually change your feelings!
- Average child laughs 400 times a day; average adult laughs 15 times a day!



THANK YOU for all that you do, how hard you are working right now, and for being an educator. Keep on smiling...



SESSION 2: Chapters 3 and 4

Overview of Chapters 5-6 for Next Week

- Chapter 5 – Take Step Two: Chew (Learn)
Power of processing; grouping; chew pointers; High Impact Chews
Thinking Job: Which idea, strategy, or concept do you like best for your students and your content for next school year? (Tag it with sticky notes; then in Chat Room next week, please share top tags!)
- Chapter 6 – Take Step Three: Check (Evaluate, Examine)
Checking for Understanding types; Examples galore; Feedback Cue Cards
Thinking Job: Which idea, strategy, or concept do you like best for your students and your content for next school year? (Tag it with sticky notes; then in Chat Room next week, please share top tags!)

LEANN NICKELSEN

Professional Development Ideas:

- Webinars with Follow-Up Assignments with Feedback (optional)
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