

**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

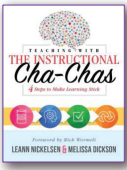
Dance

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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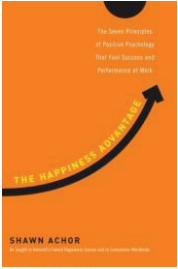
GO! Moments

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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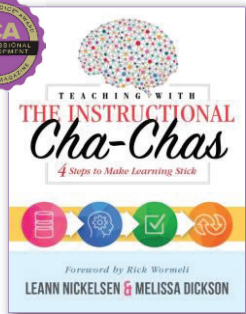
SESSION 1: Chapters 1 and 2

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 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.

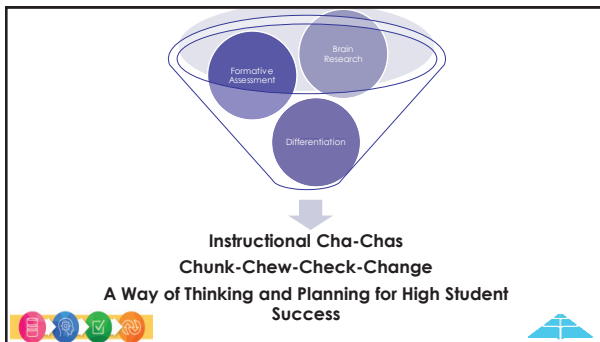
- 1. Tweet** 
@LNickelsen1
@mdickson221
@SolutionTree
2. Amazon review of our book
3. Share your examples



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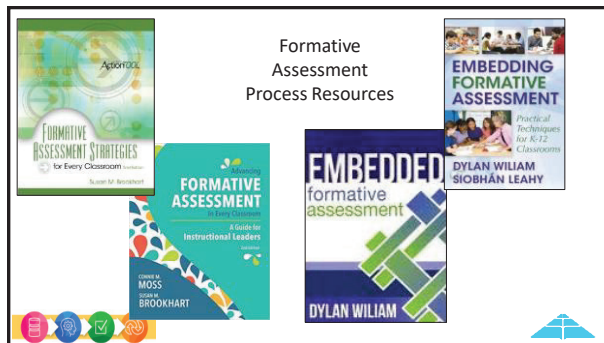


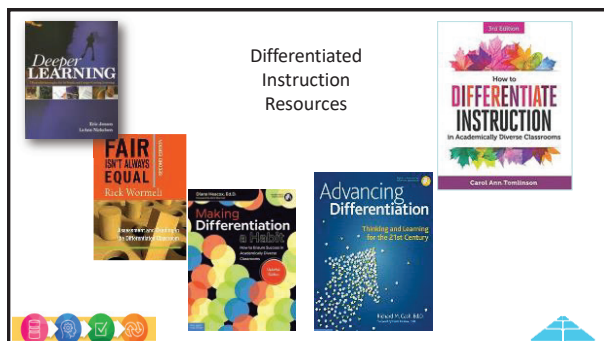


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1. We can explain what the Formative Assessment Process is all about and why it's so powerful.



How Can We Measure Impact?

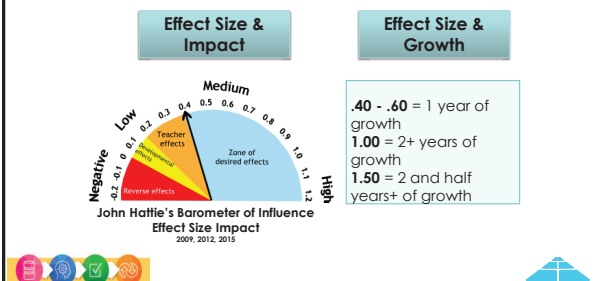


Effect Size
A **number** that tells us the **size of the impact** that a particular strategy (or factor) has on student learning.

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




An Effect Size > 0.4 Is Impactful




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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

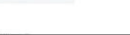






Visible Learning™ 250+ Influences on Student Achievement





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

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.

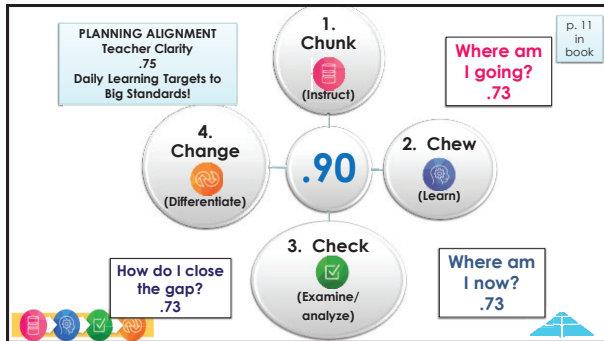



SESSION 1: Chapters 1 and 2

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.**



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

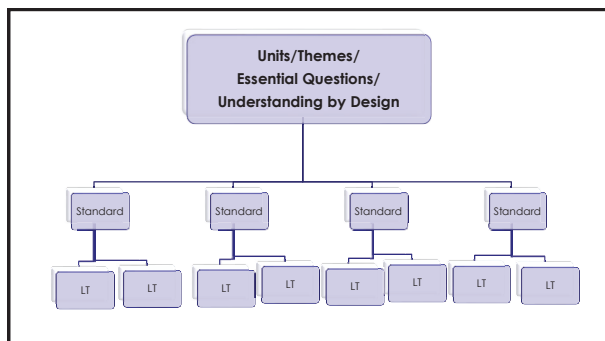
This number represents how important it is for "the teacher to **communicate** the intentions of the lessons and the notions of what success means for these intentions."

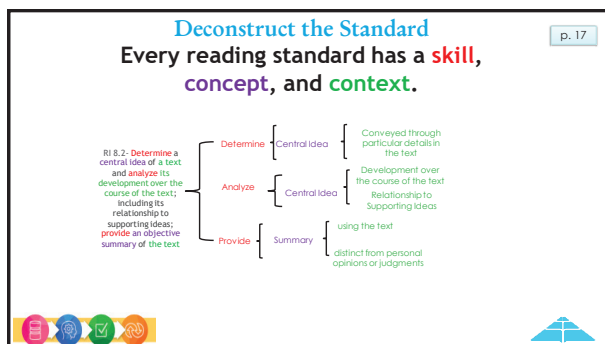
It's the "organization, explanations, examples, guided practice, and assessments of student learning."

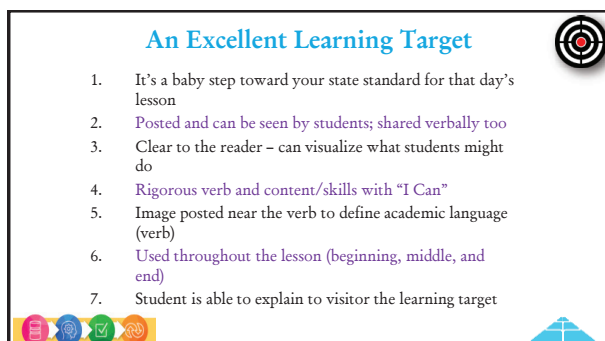


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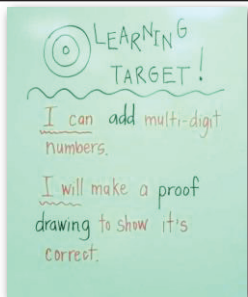
SESSION 1: Chapters 1 and 2

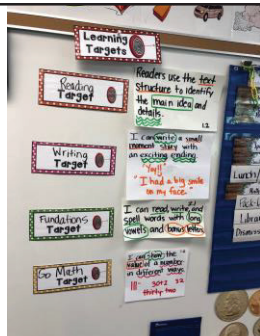
Learning Target: A Strong Why

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.





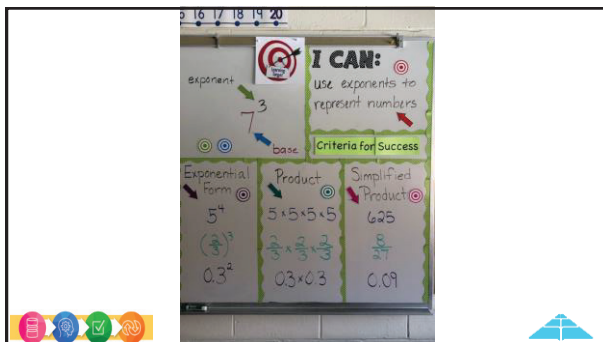


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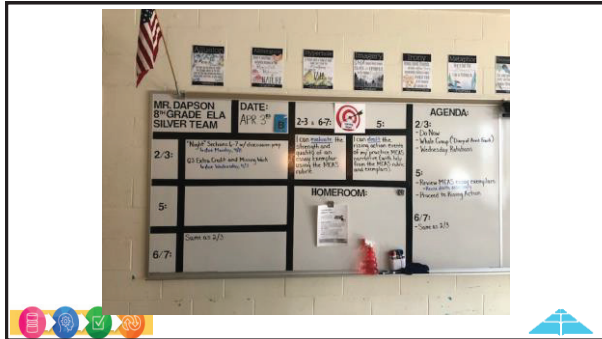






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Ways to Share Learning Target with Students

- ☐ 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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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/>

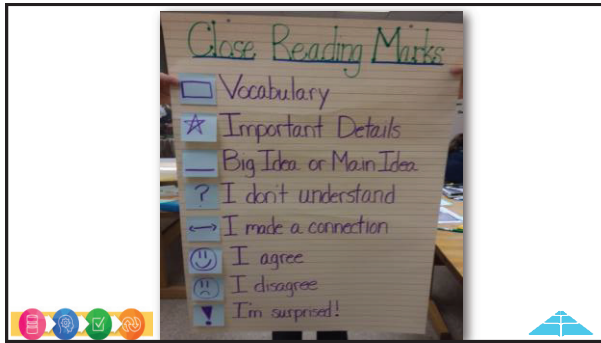
Called: Instructional Cha-Cha Webinar Mini Packet

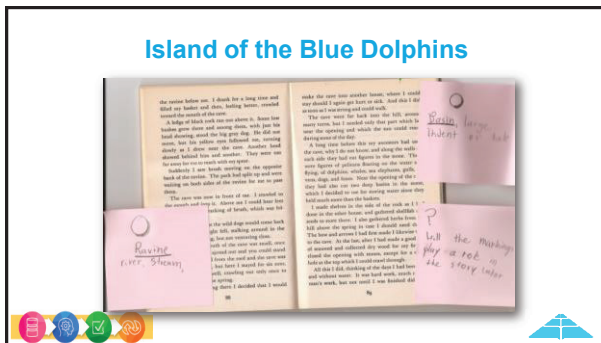
Thinking Job with Tabs
Making Reading Visible!

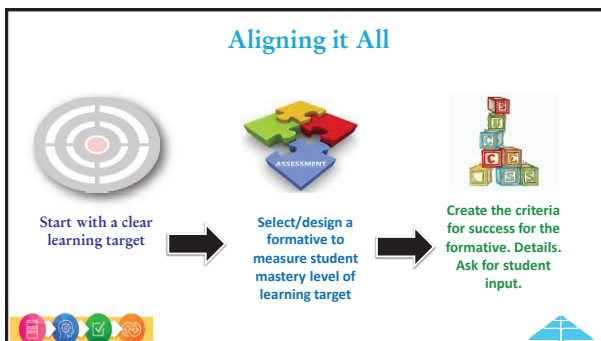


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What Are Criteria for Success?

- 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. [Smiley face]
★	One opinion statement I like green apples.
★	One because statement because they are good.
★	Picture matches my words The sun is smiling.



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Checklist: Writing Prompt

Writing	Self	Friend	Teacher
I can answer the question.			
I can give my opinion using correct information.			
I can give 2 reasons that support my opinion.			
I can use a linking word to connect my correct information.			
I can write a concluding sentence.			
I can use 3 vocabulary words.			
I can cite evidence in my writing.			
Comments:			

Conventions	Self	Friend	Teacher
I can use finger spaces.			
I can use correct punctuation.			
I can indent my first paragraph.			
I can use uppercase letters at the beginning of a sentence and for proper nouns.			
I can use the word cards that match correctly.			
My sentences make sense.			
Comments:			

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

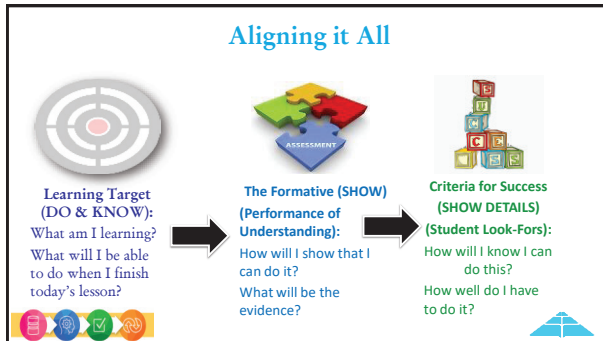
Learning Target:
I can decompose teen numbers (11-19) into tens and ones.

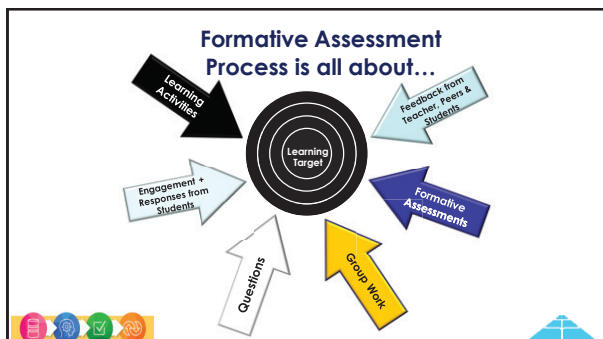
Criteria for Success:
Your number bond shows:

- 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

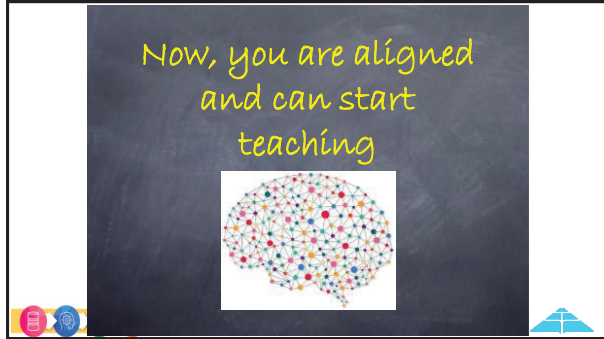
Fourth-Grade ELA classroom	Learning Target + Formative + Criteria for Success	p. 19
Learning target: I can make a reasonable inference about a character's feelings based on their actions and dialogue. Standard RL.4.1	Book Club Chapter Response Very Important Part Criteria for Success: <ul style="list-style-type: 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 said and/or did. [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. 	
By: Axel The most important thing that Mutt did was go to war with George Washington. That was important because he could have got really hurt. The most important feeling that Mutt had was worried. Mutt was worried because he was stuck in the time of the Revolutionary War.	Scaffolded Criteria for Success Book Club Chapter Response Very Important Part Criteria for Success: <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 said and/or did. [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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SESSION 1: Chapters 1 and 2



Weekly Aligned Plan

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

Daily Lesson Plan			
Subject/Unit: _____ Grade: _____ Date to be Taught: _____		pp. 197-198	
Standard: _____			
Learning Target: _____			
State Formative (Evidence for achieving the LT)	Differentiation Explained	Criteria for Success (check type)	Criteria for Success (explain details)
		<input type="checkbox"/> Exit Ticket <input type="checkbox"/> Student Self-Assessment <input type="checkbox"/> Peer Assessment <input type="checkbox"/> Exemplary Work Examples <input type="checkbox"/> Other _____	
What Teacher Will Do	What Students Will Do	Learning Activities (Check those that apply)	
Beginning Chunk (5-10 min)		<input type="checkbox"/> Exit Ticket/Post-Session Check <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Dry-erase Boards – quick checks <input type="checkbox"/> Turn & Tell (Discussion Partner response) <input type="checkbox"/> Teacher Observation – document on Cueset <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Self-Assessment/Peer Assessment <input type="checkbox"/> The Main Formative evidence <input type="checkbox"/> Other _____	
Middle Chunk (10-15 min)		<input type="checkbox"/> Exit Ticket/Post-Session Check <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Dry-erase Boards – quick checks <input type="checkbox"/> Turn & Tell (Discussion Partner response) <input type="checkbox"/> Teacher Observation – document on Cueset <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Self-Assessment/Peer Assessment <input type="checkbox"/> The Main Formative evidence <input type="checkbox"/> Other _____	


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SESSION 1: Chapters 1 and 2

Middle Chunk (Two Day/Group Do) – Collaboration			
Group 1 – Teacher Group	Group 2	Group 3	Group 4
Ending Chunk (showers) (You Do)		Exit Ticket/End Session Check Electronic Tools Dry Erase Boards – quick checks Turn & Tell (Discussion leader responses) Teacher Observation – document on Grasp Clickboard Writing Self-Assessment/Peer Assessment The Main Formative evidence Other: _____	

Daily Lesson Plan	
Subject or unit: Reading: Main Idea–Details Grade: 5 Standard: Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text (RI.5.2). Learning target (do and know): I can describe or graphically represent the relationship between main idea and details. Main formative assessment (show): Students complete the main idea and detail tabletop graphic organizer (figure 5.2, page XX) to show how the details (table legs) support the main idea (tabletop) based on a given paragraph.	
Criteria for success (check type): <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self-assessment <input checked="" type="checkbox"/> Checklist <input type="checkbox"/> Peer assessment <input type="checkbox"/> Exemplars <input type="checkbox"/> Nonexemplars <input type="checkbox"/> Verbal <input type="checkbox"/> Other: _____	Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success (in right corner of graphic organizer reproducible)– <ul style="list-style-type: none"> • I can write accurate details on the legs • I can write the accurate main idea on the table top • I can write an explanation of how the details and main idea are connected in complete sentences

The Four Steps: Instructional Cha Chas



1. **Chunk** it, we teach a bit.
2. **Chew** it, they think about it.
3. **Check** it, to see if they know.
4. **Change** it, to watch them grow!




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!)

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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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www.maximizelearninginc.com
www.melissadickson.com

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

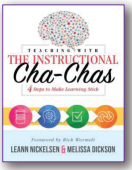


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SESSION 2: Chapters 3 and 4

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

Book Study – Session #2




By LeAnn Nickelsen &
Melissa Dickson
leann@maximizelearninginc.com
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

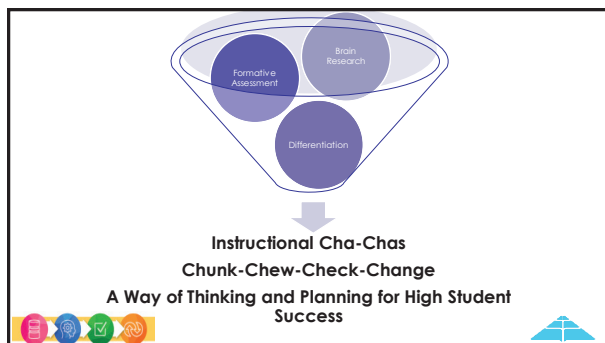
You Wouldn't Believe It If I Told You

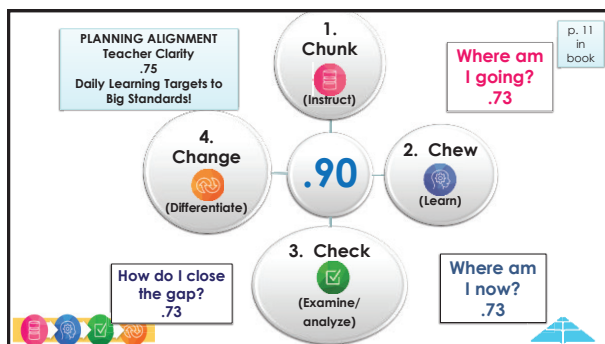


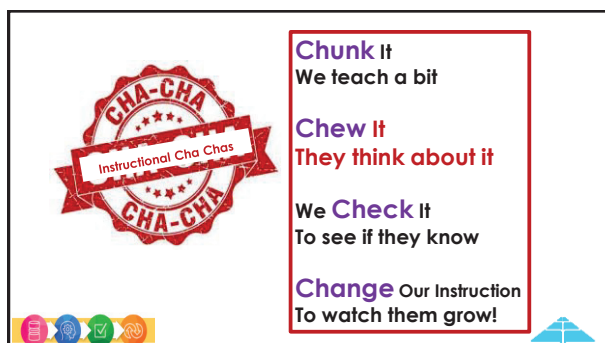
When placed in a positive state, mood, or emotion, the brain is up to 31% more efficient compared to a negative mood.

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SESSION 2: Chapters 3 and 4









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SESSION 2: Chapters 3 and 4

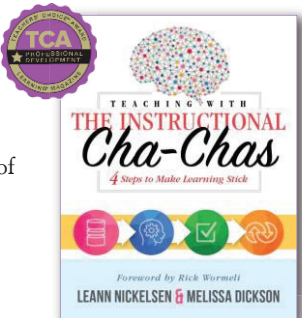
The Big Picture			
Dates 1-2 EDT	They Read Beforehand	Learning Targets	Preview of Next Session
June 2 Session #1	Chapters 1-2 LeAnn	<ul style="list-style-type: none"> Welcome and explain big picture of our time together; why we wrote the book; what the 4 steps are doing for schools Concepts: Research (effect size); dance/rhyme, alignment, alignment 	*For next session, give participants overview of Ch. 3-4 and possible assignments.
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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
- Amazon review of our book
- Share your examples




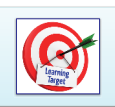



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SESSION 2: Chapters 3 and 4






**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.**



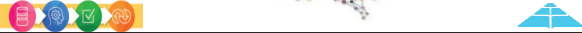

Factors in a Student Learning Profile		
		p. 22
Learning Profile	Description (Teachers will ask the following questions for each factor of the learning profile.)	Information Aspect
Learning modality	Do they learn best visually, aurally, kinesthetically, or a combination of these? Do they like noise or 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

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SESSION 2: Chapters 3 and 4

Before Learning Occurs...

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




APK Before Learning with Graffiti Charts

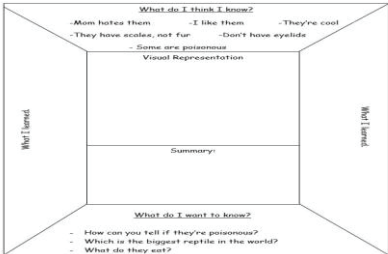
(Know Very Little, Know Some, Know More, Know A Lot)




pp. 26-27



APK Before Learning with Knowledge Framing



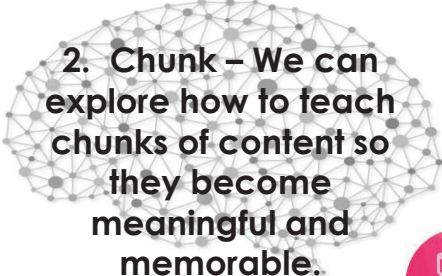



pp. 30-31



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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.

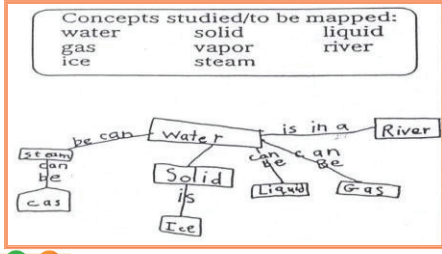
Mindmap – Bunch Of Chunks

pp. 65-66





Mapping or Webbing

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

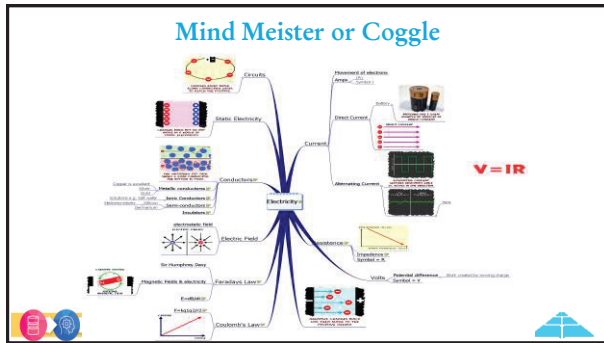


Drawn by a 2nd-grade student
As reported in Novak and Godwin, 1984



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SESSION 2: Chapters 3 and 4





Mind Map Assessment Rubric

Name: _____ Date: **p. 79**

Criteria for Rubric	Rating	Rating	Rating	Comments
Map idea is in the correct structure of the map and is relevant to the topic.				
Map idea is in the correct structure of the map and is relevant to the topic.				
Map idea is in the correct structure of the map and is relevant to the topic.				
Map idea is in the correct structure of the map and is relevant to the topic.				
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Map idea is in the correct structure of the map and is relevant to the topic.				

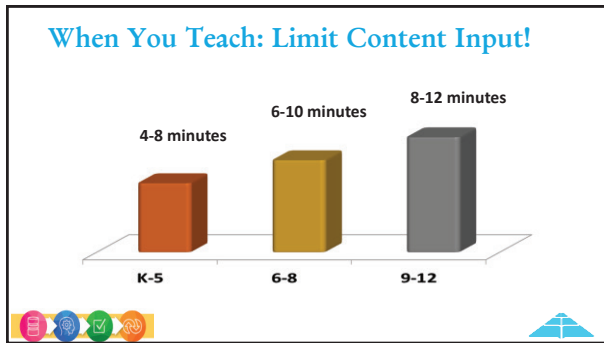
Teaching with the assessment tool (p. 79) is available in the Teacher's Resource Book.

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?



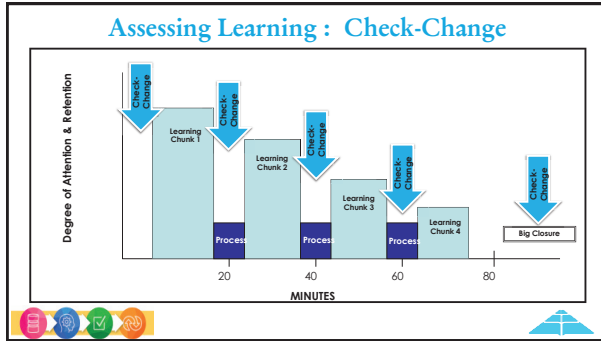
Variables to Consider with Time on Task

<h4>Within Students</h4> <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.) 	<h4>Within Lesson Plans</h4> <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

Subject/Unit: _____ Grade: _____ Date to be Taught: _____

Standard: _____

Learning Target: _____

Main Formative (Evidence for achieving the LT)	Differentiation Explained:	Criteria for Success (check type):	Criteria for Success (provide details):
		<input type="checkbox"/> All <input type="checkbox"/> Most <input type="checkbox"/> Some <input type="checkbox"/> None	

What Teacher Will Do

Beginning chunk

Middle chunk

What Students Will Do

(Check those that apply)

- ☐ Exit Ticket/Pre-Check
- ☐ Electronic Tools
- ☐ Dry Erase Boards - quick checks
- ☐ Turn & Talk Discussion (teacher response)
- ☐ Teacher Observation - document on clipboard
- ☐ Other

pp. 197-198

pp. 51-52 Teacher Guide to Chunking

Middle Chunk (Two Days/Group Day) - Collaboration

Group 1 - Teacher Group	Group 2	Group 3	Group 4
	Middle chunk		

Ending chunk (closure) (You Do)

Ending chunk

(Check those that apply)

- ☐ Exit Ticket/Pre-Check
- ☐ Electronic Tools
- ☐ Dry Erase Boards - quick checks
- ☐ Turn & Talk Discussion (teacher response)
- ☐ Teacher Observation - document on clipboard
- ☐ Other

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SESSION 2: Chapters 3 and 4

.75 = Teacher Clarity Lincoln MS in Wyoming

Learning Targets
Using them
4 Prompts

- #1 • We are learning to...
- #2 • We will show that we can do this by...
- #3 • To know how well we are learning this, we will look for...
- #4 • It is important for us to learn this (or be able to do this) because...

During our Learning Session: A Routine
Our Agenda: (Student Driven)

Time Frame	✓ What we will do...	Follow-Up Self-Feedback How did it go?
8:40-9:00	How's it Going... Creatively share a visual of how you're feeling and explain.	
9:00-9:30	Show & Tell - New technology learning tools that you found.	
9:30-9:50	Some Type of Movement (jumping jacks, run down the hallway, run up and down stairs, etc.)	
9:50-10:00	Mini Lesson Learning Target:	
10:00-10:30	Learning Task Goal: Create Your Learning Task: How will you know that you'll be successful in reaching the Learning Task Goal (Criteria for Success)?	
10:30-10:50	Share your Learning Task and plan for receiving feedback with your Task Force Team. Share your Exploration Schedule with us (break into small steps with due dates).	

Just an idea...

Digital Learning Calendar for 4/20-4/24
Students, please make sure you are completing your work every day as you are not marked absent. Remember to check the calendar for any updates.

Monday, 4/20	Tuesday, 4/21	Wednesday, 4/22	Thursday, 4/23	Friday, 4/24
Learning Target: Students will be able to...	Learning Target: Students will be able to...	Learning Target: Students will be able to...	Learning Target: Students will be able to...	Learning Target: Students will be able to...
Activities: ...	Activities: ...	Activities: ...	Activities: ...	Activities: ...
Exit Ticket: ...	Exit Ticket: ...	Exit Ticket: ...	Exit Ticket: ...	Exit Ticket: ...

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SESSION 2: Chapters 3 and 4

The “Buy-In” Neurotransmitter

Acetylcholine is released within the brain when there is buy-in from the individual.

How To Get Buy-In

1. Tell them WIIFM! (“All the cool tools that you will get when you...”)
2. Share the Learning Target—several times – visually too!
3. Explain why the Learning Target is important to them currently and in the future!
4. Help them connect that Learning Target to their life (activate their prior knowledge) and world.
5. Explain how this lesson connects to previous lessons and future lessons (common theme, essential question, etc.). BONUS: Project that relates to them!
6. Tell them exactly what you expect! Show them exemplars to get them excited. Ask them to contribute their voice to the learning task
7. Get them up and moving if they are hesitant at first. It’s easier to “listen and do” when they are out of the chairs. (Ask a little, then take a lot – micro-steps)
8. Plant some powerful questions in their heads – get them wondering...EQs are great!
9. Maybe you will need a song...
10. Invite a student to start an activity or activate prior knowledge
11. YOUR RAW ENTHUSIASM for the lesson is huge!

Teacher Think Aloud

Take step into think aloud!

pp. 58-60

Thinking Strategy	Use or Phrases That Start the Thinking Process
Rereading	My mind wandered, so I better go back... I missed what on earth did the author say... That didn't make sense. I better... I probably got lost when...
Predictions	How does thinking and feeling... I predict we will see...
Summarizing the text for yourself	What is...? Why did...? What, what, what...? I think... I think...
Clarification	What part of...? What was confused when... I wonder what the author meant by...
Summarization	This story is mostly about... The main idea is... The goal is... The most important idea is... So far, the important... I wonder what this story... means? Let me look for some clues...
Context Clues	I am picturing... Think it back to...
Visualizing	This is like... This reminds me of... This is similar to...
Connections	I agree (or disagree)... The speaker said or said to... I wonder if... I agree with what reading was... The feeling was... I understand how when... I understand...
Evaluation	My opinion is... I think... I feel... I believe... I think... I feel... I believe...

Figure 4.4: Think-aloud strategies and cues.

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
Date: February 10

Name:

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:

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

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...



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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)

- Coaching: Understanding by Design then into daily lesson plans: Instructional Cha-Cha Template with your standards (Unit Creation)

- Virtual Learning Walks

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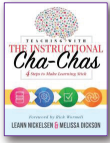
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SESSION 3: Chapters 5 and 6

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



Book Study – Session #3

By LeAnn Nickelsen &
Melissa Dickson
leann@maximizelearninginc.com
melissa-dickson@hotmail.com
Twitter: @LNickelsen1
@MDickson221
@SolutionTree





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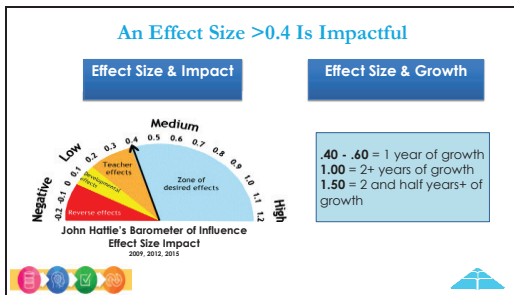
1. Tweet 
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@mdickson221
@SolutionTree
2. Amazon review of our book
3. Share your examples

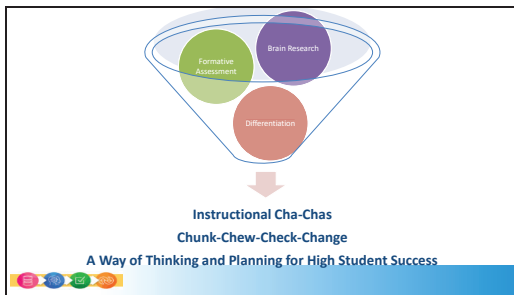


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SESSION 3: Chapters 5 and 6

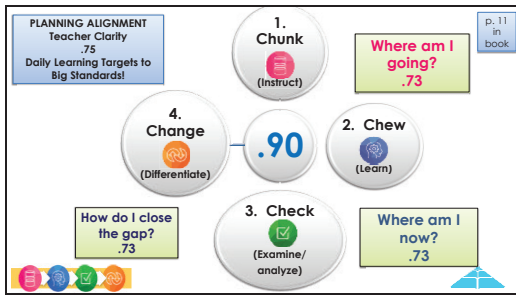
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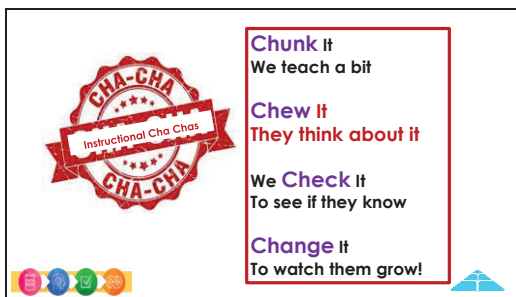




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SESSION 3: Chapters 5 and 6







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SESSION 3: Chapters 5 and 6

The Big Picture Note-Taking p. 64 in book

We showed it as ...
Chunk Strategy
 It could also be used as...
Pre-Assessment Strategy
Chew Strategy
Change Strategy

Four-Choice Processing p. 35 in book

We showed it as ...
Pre-Assessment Strategy
 It could also be used as...
Chunk Strategy
Chew Strategy
Change Strategy

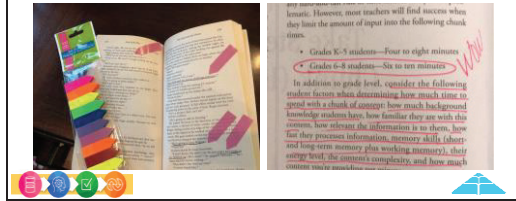
Overview of Chapters 7-8 for Next Week

□ **Chapter 7 – Take Step Four: Change (Differentiate)**
 Power of differentiation: Types of data-drive changes, Finding time for change, Strategies for change
 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 8 – Putting Together Your Classroom Dance**
 Putting Together Your Classroom Dance: Scenarios, Planning Cheat Sheet
 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 3: Chapters 5 and 6

Thinking Job (with or without tabs) Making Reading Visible!



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. Slides are located after the Study Guide Questions
<https://solutiontree.s3-us-west-2.amazonaws.com/solutiontree.com/media/pdf/event-materials/Cha-Cha-Book-Study-Support-Materials-060420.pdf>
- You are receiving some sections of our full day workshop full of examples – wow – but you must be present.



The Big Picture

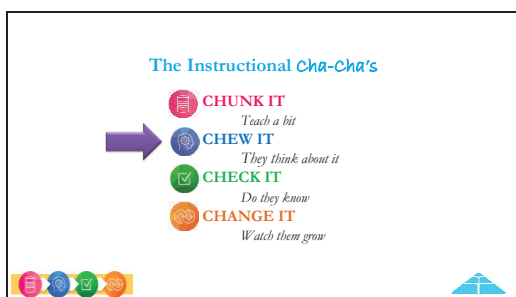
Dates	They Read	Learning Targets	Preview of Next Session
June 2 Session #1	Chapters 1-2 LeAnn	<ul style="list-style-type: none"> Welcome and explain big picture of our time together: why we wrote the book; what the 4 steps are doing for schools Concepts: Research (effect size); dance/rhyme, alignment, alignment 	*For next session, give participants overview of Ch. 3-4 and possible assignments.
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

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SESSION 3: Chapters 5 and 6

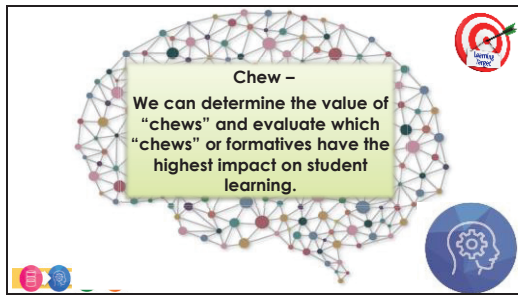


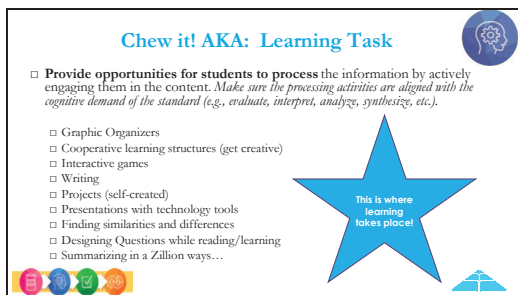


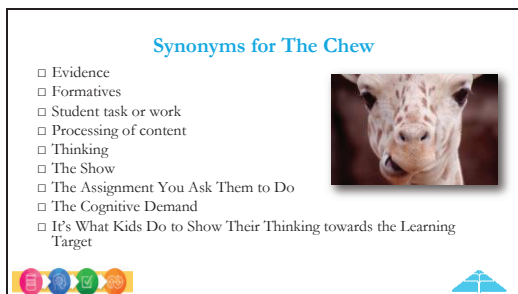


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SESSION 3: Chapters 5 and 6






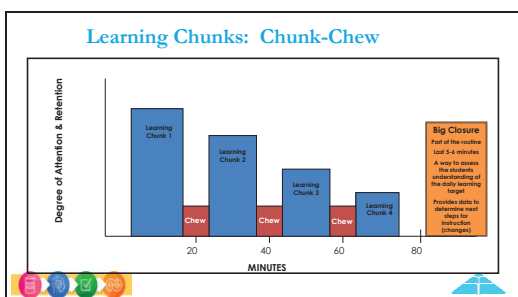


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SESSION 3: Chapters 5 and 6



□ Teaching heavy content to novice learners may require 2-5 minutes of processing for every 10-15 minutes of instruction.



High Impact Short and Sweet Chews
Little Bitties

- Dry Erase Boards
- Exit Slips
- Super Sleuth
- Think-Pair-Share (Turn & Talk)
- 30 Second Expert
- Quick Write
- Quick Draw
- Ball Toss
- Do 3 and Come See Me
- Show Me Cards
- Student Self-Assessments
- Thinking Job – tabs
- Observations with Cruisin' Clipboards
- Touch Cards with vocabulary words or concepts
- Anchorperson

SESSION 3: Chapters 5 and 6

High Impact Long and Deep Main Formatives

Longer, Deeper Main Formatives

The following Effect Sizes came from:
 Hattie, John (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.
 Hattie, John (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. New York, NY: Routledge.
 Fisher, P., and Hattie (2017). *Teaching Literacy in the Visible Learning Classroom (Grades K-12)*. Thousand Oaks, CA: Corwin Press.

<ul style="list-style-type: none"> Organizing conceptual knowledge = .85 Worked Examples = .57 Classroom Discussion (formal like debate) = .82 Response to Intervention = 1.29 Jigsaw Method = 1.20 Scaffolding = .82 Metacognitive Strategies = .60 Peer Tutoring = .53 Prediction = .76 Identifying similarities and differences = 1.32 	<ul style="list-style-type: none"> Summarization = .79 Underlining and Highlighting = .50 Annotating = .63 Phonics Instruction = .54 Comprehension Strategy Instruction = .60 Synthesizing Across Texts = .63 Reciprocal Teaching = .74 Repeated Reading = .82 Vocabulary Instruction = .67 Close Reading = .63 Writing = 1.47 (Graham & Perin, 2007)
---	--

Learning Is . . .

NOT in the presentation of the content but rather during the *processing* of the content.

Bottom Line: Longer-lasting, deeper learning occurs when we “interact” with the *content* and with *others*.

Outcome-Based Flexible Grouping

- Growth and Closing Gaps**
 - Readiness Groups
 - Homogeneous
 - Addresses Like Needs
- Attention and Motivation**
 - Homogeneous
 - Interest Groups
 - Builds Community
- Efficiency of Learning / Retention**
 - Homogeneous
 - Learning Preferences
- Overall Achievement**
 - Cooperative Learning Groups
 - Heterogeneous
 - Addresses social and academic needs

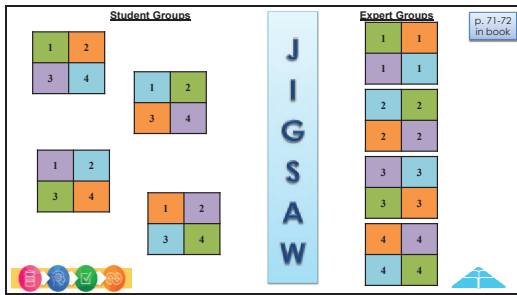
Cooperative Learning .78 Effect Size - Marzano

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[illegible][illegible]

.67 Effect Size

SESSION 3: Chapters 5 and 6







SESSION 3: Chapters 5 and 6

Let's Give Them Something to Talk About : p. 92
p. 113-114
in book

Talking Chips

Clarify	Predict	Piggyback
Summarize	Feeling	Visualize
Connect	Question	Vocabulary

40 - Metacognitive strategies
76 - Prediction
70 - Summation

Let's Give Them Something to Write About : p. 95-96
in book

Stop-Think-Write

Step 1 - Define the difference between weathering and erosion in your own words.

Weathering happens when rock slowly wears away. Water is one cause of weathering. Chemicals in rain, ocean waves, and frost. Moving rivers slowly wear rock away. Erosion occurs after weathering. It occurs when picks up worn-down rock particles and deposits them in other places.

Step 2 - How does water specifically cause erosion?

Water can change slowly by carrying out canyons, valleys, and lakes. Ocean waves and powerful rivers strike against rocks and soil, changing their shape (weathering). Erosion occurs when water picks up the loose rocks.

Step 3 - Compare and contrast a levee with a dam.

A levee is like a dam but is made out of earth, rocks, stones or sand. They both stop water flow after heavy rainfall.

Step 4 - What are some solutions to the massive amounts of flooding that occurs on Earth?

Building dams and flood control channels are 2 ways of decreasing the chances of flooding.

Conclusion of the lesson:

Weathering and erosion will continually occur on this Earth, but there are some solutions so that the damage is not so devastating to humans.

Subject/Unit: _____ **Grade:** _____ **Skills to be Taught:** _____

Standard: _____

Learning Target: _____

Check for Understanding (Checklist for Teacher)	Check for Understanding (Checklist for Student)	Check for Understanding (Checklist for Student)
<ul style="list-style-type: none"> 1. Can the student explain the difference between weathering and erosion? 2. Can the student explain how water causes erosion? 3. Can the student explain how a levee and a dam are different? 4. Can the student explain how a levee and a dam are similar? 5. Can the student explain how a levee and a dam are both used to control flooding? 	<ul style="list-style-type: none"> 1. Can the student explain the difference between weathering and erosion? 2. Can the student explain how water causes erosion? 3. Can the student explain how a levee and a dam are different? 4. Can the student explain how a levee and a dam are similar? 5. Can the student explain how a levee and a dam are both used to control flooding? 	<ul style="list-style-type: none"> 1. Can the student explain the difference between weathering and erosion? 2. Can the student explain how water causes erosion? 3. Can the student explain how a levee and a dam are different? 4. Can the student explain how a levee and a dam are similar? 5. Can the student explain how a levee and a dam are both used to control flooding?

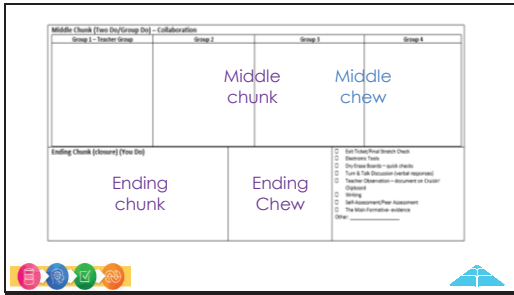
Beginning chunk **Beginning chew**

Middle chunk **Middle chew**

pp. 51-52 - Teacher Guide to Chunking

pp. 197-198 in book


SESSION 3: *Chapters 5 and 6*

[illegible]

Chat Box Chew


Thinking Job: Which idea, strategy, or concept did you like best to help your students “chew” on the content and increase their retention?





Post your comment in the chat room.





[illegible]

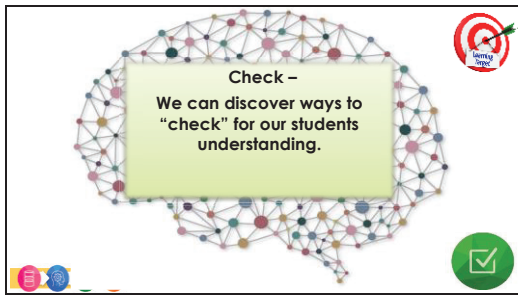
The Instructional Cha-Cha's

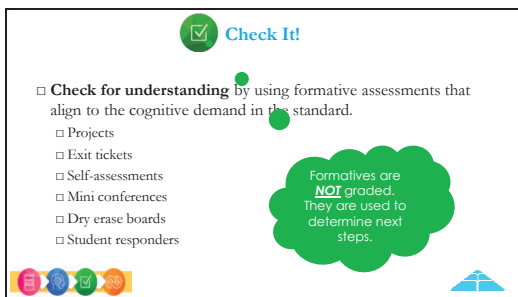


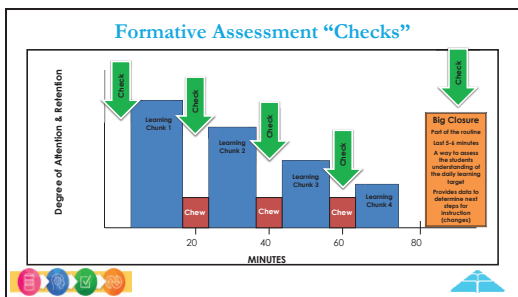
-  **CHUNK IT**
Teach a bit
-  **CHEW IT**
They think about it
-  **CHECK IT**
Do they know
-  **CHANGE IT**
Watch them grow



SESSION 3: Chapters 5 and 6

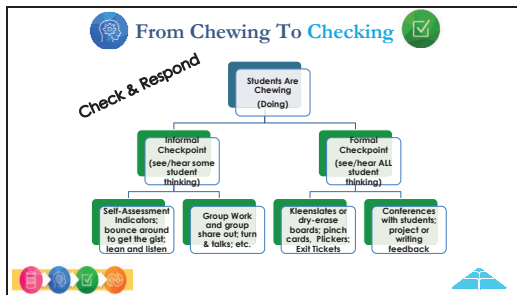






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SESSION 3: Chapters 5 and 6



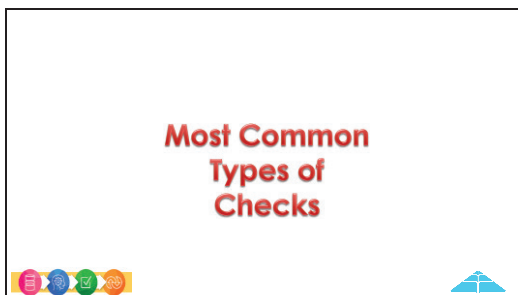
Did You Know?

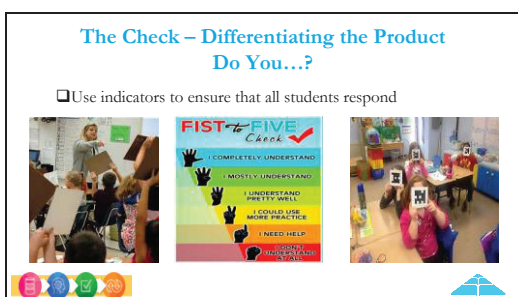
□ Memory increases when students participate in free recall of what they learned, or to do a so-called "brain dump" to show what they know.

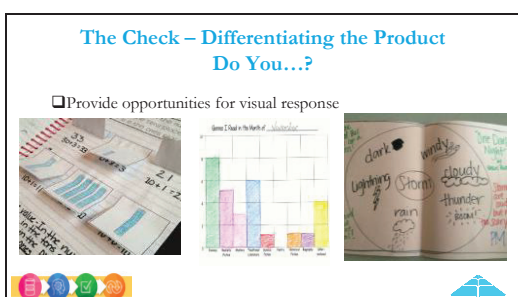
Short and Sweet Checkpoints	Long and Deep Checkpoints
<ul style="list-style-type: none"> Exit tickets Quick written responses via markers and whiteboards or paper in slip covers and markers Turn-and-talks Questions and answers (prepared ahead of time by the teacher or designed by student) and answers 	<ul style="list-style-type: none"> Stop-think-write Essay writing Multistep word problems Before, during, and after reading responses Projects and Products Reciprocal teaching Socratic seminars

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SESSION 3: Chapters 5 and 6







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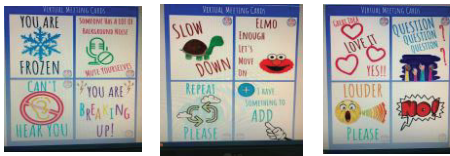
SESSION 3: Chapters 5 and 6

The Check – Differentiating the Product Do You...?

- ☐ Provide opportunities for oral response



Virtual Meeting Cards



☐ <https://dedrstafford.lpages.co/virtual-meeting-cards/>



The Check – Differentiating the Product Do You...?

- ☐ Provide opportunities for kinesthetic response




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SESSION 3: Chapters 5 and 6

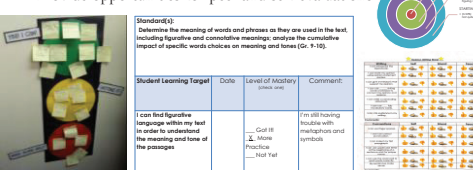
The Check – Differentiating the Product Do You...?

☐ Provide opportunities for written response



The Check – Differentiating the Product Do You...?

☐ Provide opportunities for peer and self-evaluations

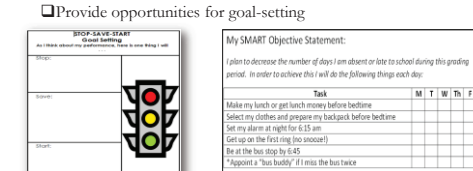


Student Learning Target	Date	Level of Mastery (1-4)	Comment
I can find figurative language within my text in order to understand the meaning and tone of the passages		<div style="text-align: center;"> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 0 auto; background-color: yellow;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 0 auto; background-color: orange;"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 0 auto; background-color: red;"></div> </div>	I'm still having trouble with metaphors and symbols

1.44 Effect Size - Hattie

The Check – Differentiating the Product Do You...?

☐ Provide opportunities for goal-setting



My SMART Objective Statement:

I plan to decrease the number of days I am absent or late to school during this grading period. In order to achieve this I will do the following things each day:

Task	M	T	W	Th	F
Make my lunch or get lunch money before bedtime					
Select my clothes and prepare my backpack before bedtime					
Set my alarm at night for 6:15 am					
Get up on the first ring (no snooze!)					
Be at the bus stop by 6:45					
*Appoint a "bus buddy" if I miss the bus twice					

SESSION 3: *Chapters 5 and 6*

The Check – Differentiating the Product Do You...?

Kahoot!

Provide opportunities for technology tools

Start Using Seesaw in Your Class!

Empower every voice.


Respond

1. Choose a tool
2. Create an account
3. Use the tool

75 Digital Tools and Apps Teachers Can Use to Support Formative Assessment


□ <https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/>

Animato	Datstorming
AnswerBoard	EdConnections Interactive
AudiNote	Whitebit
Backchannel	Piggrid
Class	ForAllRubrics
Bibliomus	FreeOnlineSurveys
Booknapp	GoSoapBox
Bunica	IbLearnform
ChattyGoogle	Kahoot
Conceptboard	Kalena
	Lino
	Menimeter



[illegible]

SESSION 3: Chapters 5 and 6



□ The most effective teachers check for understanding by:

- Asking questions
- Asking for summaries
- Asking if students agree or disagree
- Asking for think-alouds
- Requiring verbal essay planning, position defense, or main idea identification

The Who, What, Why and How of “Checking” p. 119 in book

Who Does the Checking?	<ul style="list-style-type: none"> Teacher, students, or peers, depending on the current need
What Are You Checking?	<ul style="list-style-type: none"> Student work The product or show (main formative or small formatives) How the students are using the criteria for success for their (checking even just one criterion from the checklist at a particular checkpoint) Student progress toward the learning target Student body language, which might show frustration or ease Short and sweet formative assessments and long and deep checkpoints
Why Are You Checking?	<ul style="list-style-type: none"> To determine where students are with the daily learning target at crucial moments before, during, and after learning chunks To determine any misconceptions or errors in thinking that are occurring at that moment so that students aren't practicing something incorrectly To help us determine what to next in that day's lesson or the following day To determine the effectiveness of our instruction To model how to study so that students can self-monitor their learning and ask clarifying statements or questions for understanding
How Often Are You Checking?	<ul style="list-style-type: none"> Before, during, and after the learning (including when you see confused faces, nobody getting started, hands going up for questions) After each chunk and chew
How Are You Checking?	<ul style="list-style-type: none"> Informally, by bouncing from one student to another to glance at work or to hear the gist of what is being said Formally, by looking at every student's work or hearing every student's comment to determine where each student is with the learning target <p>You need many informal checkpoints during the lesson and at least one formal checkpoint during the lesson or after the lesson</p>

Visible Learning: Four E's

Examine Evidence

Everyday from Every Student.


Evidence = Assessment of Where Students are with your Learning Target (bigger picture: standard). Learning Targets must have criteria of what mastery looks like.

[illegible]

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SESSION 3: Chapters 5 and 6

Multiple Intelligence Closure		
Intelligence		p. 131 in book
Verbal-Linguistic	Option A	Option B
	Write three things you learned.	Write a summary of the lesson or reading.
Logical-Mathematical	Create an outline of today's learning.	Design a time line sequencing the events of today's learning and evaluate them by placing a plus sign with one, two, or three on it. The one means less important information, two means somewhat important information, and three means very important information.
Visual-Spatial	Illustrate or create a diagram about today's learning.	Create a mind map of today's learning.
Musical-Rhythmic	Create a rap song containing the most important facts from today's learning.	Write a poem explaining the key points from today's learning. Make sure there is a distinct rhyming pattern. For example, you might choose a rhyming couplet and A, B, A, B. Provide examples of the type of pattern you want from your students.
Bodily-Kinesthetic	Role-play the key event in today's lesson.	Create a cheer or rap with movements that go with words in today's lesson.
Interpersonal	With a partner, conduct an interview of today's learning.	With a partner, debate today's learning.
Intrapersonal	Create a personal goal to implement based on today's learning.	Write a diary entry discussing how you feel about today's lesson.
Naturalist	Explain how today's learning might impact the earth, animals, or human beings.	Make an analogy between today's learning and the world.




How do I know what to document?

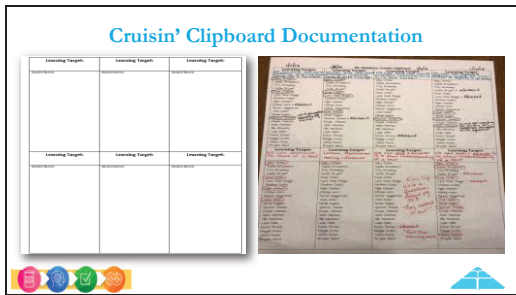
What Are You Documenting?

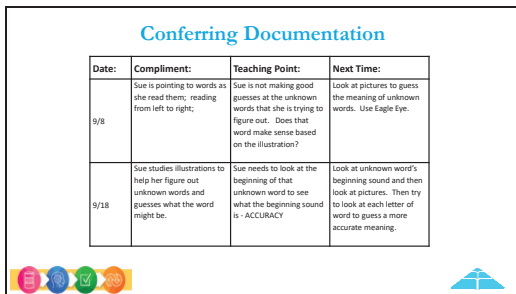
Formal Evidence – One Checkpoint From Lesson

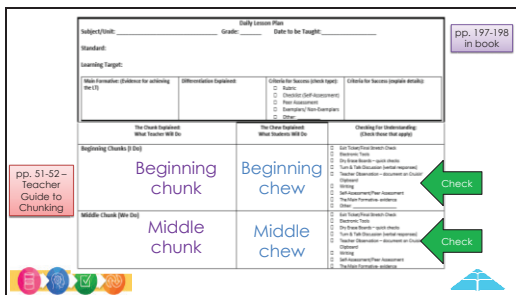
- ☐ Exit Ticket responses
- ☐ Walk Around quick check on math problems, manipulative proof, etc.
- ☐ Last Kleenslate show
- ☐ Writing Conference Check-In
- ☐ Guided Reading Conferencing Notes
- ☐ End of lesson check
- ☐ Skill – several days of observing



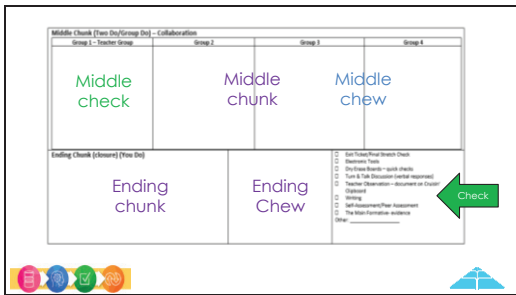
SESSION 3: Chapters 5 and 6







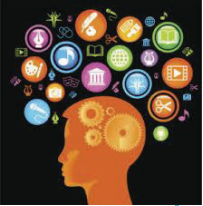
SESSION 3: Chapters 5 and 6



Chat Box Chew

Thinking Job: Which idea, strategy, or concept did you like best to help “check” for understanding and provide immediate feedback?

Post your comment in the chat room.






What do I do with this documentation?



Formatives are **NOT** graded. They are used to determine next steps.

SESSION 3: Chapters 5 and 6

The Four Steps:
Instructional Cha-Chas



1. **Chunk** it, we teach a bit.
2. **Chew** it, they think about it.
3. **Check** it, to see if they know.
4. **Change** it, to watch them grow!



MELISSA DICKSON

Professional Development Ideas:

- Webinars –differentiated instruction, all aspects of literacy, RTI
- Coaching: Understanding by Design then into daily lesson plans: Instructional Cha-Cha Template with your standards (Unit Creation)
- Virtual Learning Walks



Bring Melissa to Your School – physically or virtually



SolutionTree.com/Melissa_Dickson.html



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leann@maximizelearninginc.com
melissa-dickson@hotmail.com

Visit our Websites:
www.maximizelearninginc.com
www.melissadickson.com

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



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SESSION 4: Chapters 7 and 8

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

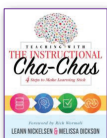

Book Study – Session #4

By LeAnn Nickelsen &
Melissa Dickson

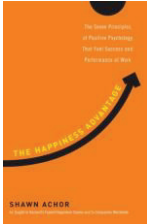

leann@maximizelearninginc.com
melissa-dickson@hotmail.com

Twitter: @LNickelsen1
@MDickson221

@SolutionTree

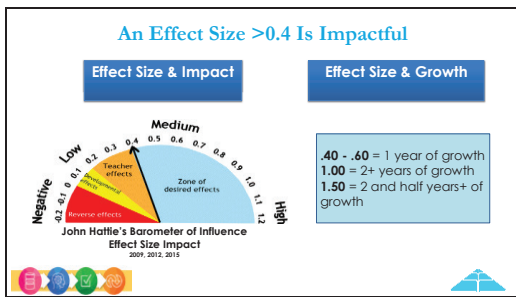
When placed in a positive state, mood, or emotion, the brain is up to 31% more efficient compared to a negative mood.

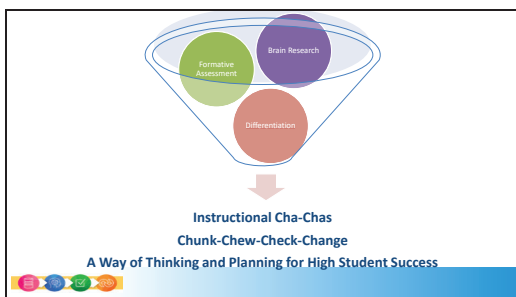



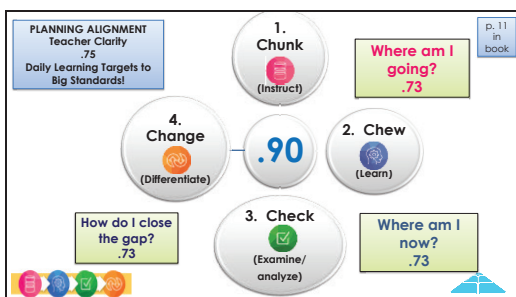
The Big Picture			
Dates	They Read	Learning Targets	Preview of Next Session
June 2 Session #1	Chapters 1-2 LeAnn	<ul style="list-style-type: none"> Welcome and explain big picture of our time together: why we wrote the book; what the 4 steps are doing for schools Concepts: Research (effect size); dance/rhyme, 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

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SESSION 4: Chapters 7 and 8








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SESSION 4: Chapters 7 and 8





Chunk It
We teach a bit

Chew It
They think about it

We Check It
To see if they know

Change It
To watch them grow!





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



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-060420.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.

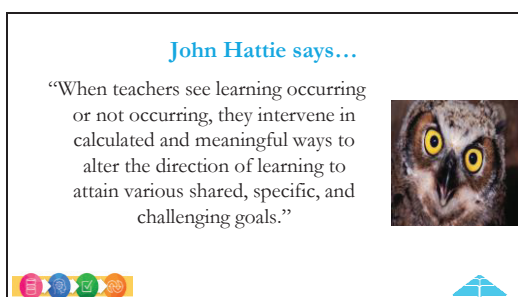


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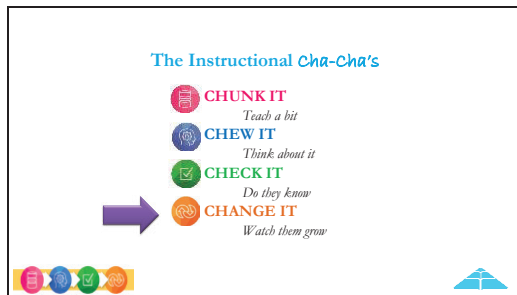
SESSION 4: Chapters 7 and 8

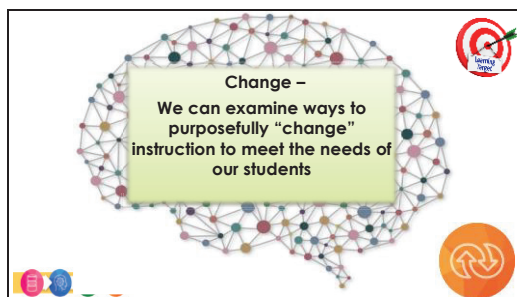


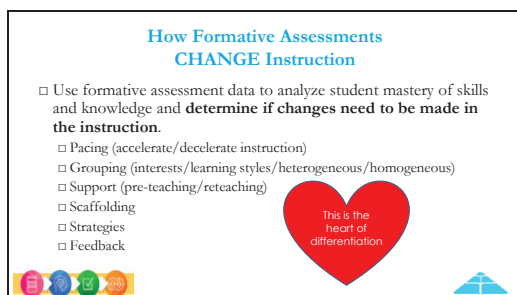




SESSION 4: Chapters 7 and 8

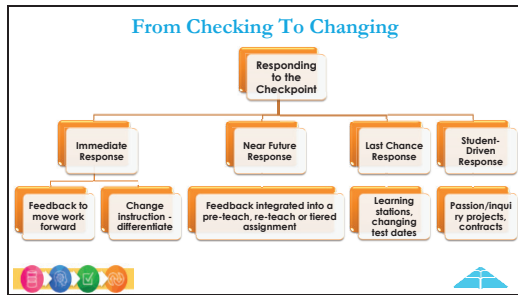


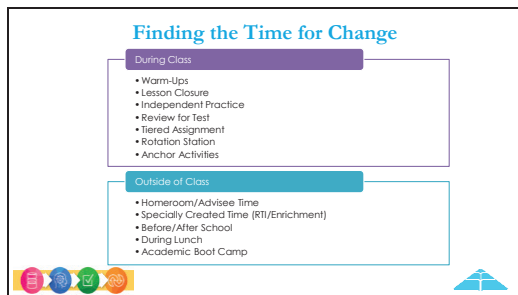


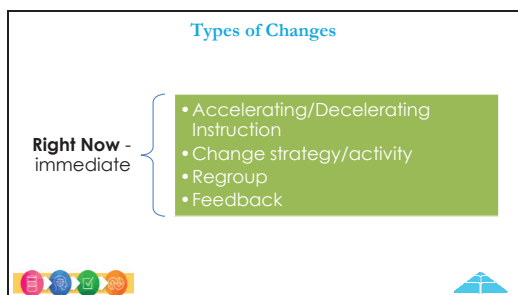


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□ Checking for understanding goes hand in hand with feedback.

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.**


Feedback Guidelines

p. 121 in book



Types of Feedback	<ul style="list-style-type: none"> Verbal – interactive back and forth talk with student Written – writing comments around student work, writing or projects Visual/demonstration – showing the student slowly how to do the skill Written and Grade – teacher writes comments and gives a grade Grade – This is feedback on summative assessments, not formative
What is the focus of the feedback?	<ul style="list-style-type: none"> The Learning Target, their formative assessments and the Criteria for Success for the main formative assessment The next chunk – ensure they have mastered the first chunk and then give feedback to move them toward the next chunk
When do we deliver feedback?	<ul style="list-style-type: none"> When students are chewing: practicing, doing, writing, creating, analyzing...any type of thinking. As soon as needed – seconds, minutes or next day, balancing between providing feedback right away or allowing students to struggle a little bit before intervening. After a test or quiz – summative assessment because learning is never over.
How long must the feedback last?	<p><i>If student isn't doing anything accurately, we don't give feedback, we reteach.</i></p> <ul style="list-style-type: none"> Just a few seconds – Usually More explanation or modeling – Occasionally A scheduled three-minute conference time – with individual students or a small group

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- One of the *least* effective type of feedback is a grade accompanied by comments
Lipnevich & Smith
- The most powerful type of feedback is verbal, timely, and individualized for that student.





Feedback should be corrective in nature; that means that it provides students with an explanation of what they are doing that is correct and what is incorrect.
(Marzano, Pickering, & Pollock,) 2001, p. 96)

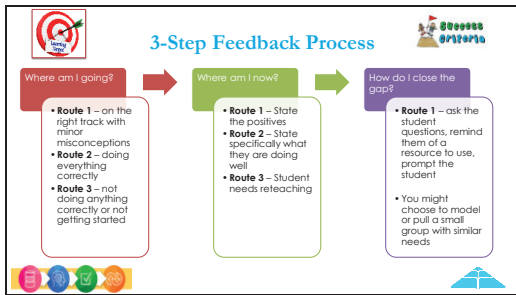


Feedback Requires a Positive Relationship

“In the end, it all comes down to the *relationship* between the teacher and the student. To give effective feedback, the teacher needs *to know the student* – understand what feedback the student needs *right now*. And to receive feedback in a meaningful way, the student needs *to trust the teacher* – to believe the teacher knows what he/she is talking about and has the student’s *best interest at heart*. Without this trust, the student is unlikely *to invest the time and effort* needed to absorb and use the feedback.”
(Dylan Wiliam, 2016)



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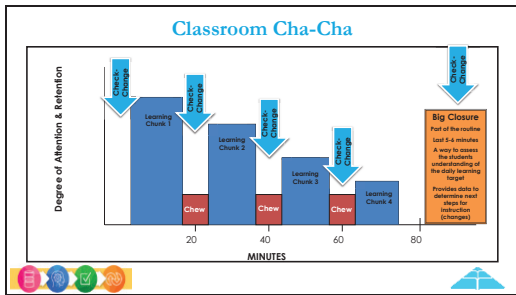


Feedback Cue Cards p. 129 in book

<p>When student answers or work need help</p> <p>"Can you give your answer?"</p> <p>"Can you explain that step?"</p> <p>"Can you explain that step you took to solve that problem?"</p> <p>"What would you compare that with? How does that compare?"</p> <p>"Can you explain how you did that?"</p> <p>"What are the characteristics of _____?"</p> <p>"What details are you adding?"</p> <p>"How might _____ have been?"</p>	<p>When you want students to dig deeper</p> <p>"Can you give your answer?"</p> <p>"Can you explain that step?"</p> <p>"Can you explain that step you took to solve that problem?"</p> <p>"What would you compare that with? How does that compare?"</p> <p>"Can you explain how you did that?"</p> <p>"What are the characteristics of _____?"</p> <p>"What details are you adding?"</p> <p>"How might _____ have been?"</p>
<p>When you want students to justify their thinking</p> <p>"Can you explain that step?"</p> <p>"Can you explain that step you took to solve that problem?"</p> <p>"What would you compare that with? How does that compare?"</p> <p>"Can you explain how you did that?"</p> <p>"What are the characteristics of _____?"</p> <p>"What details are you adding?"</p> <p>"How might _____ have been?"</p>	<p>When you want students to share evidence</p> <p>"Can you give your answer?"</p> <p>"Can you explain that step?"</p> <p>"Can you explain that step you took to solve that problem?"</p> <p>"What would you compare that with? How does that compare?"</p> <p>"Can you explain how you did that?"</p> <p>"What are the characteristics of _____?"</p> <p>"What details are you adding?"</p> <p>"How might _____ have been?"</p>

□ Frequent opportunities to recall information (chew), along with effective feedback (check – change) has an effect size of more than .80 on student achievement!

SESSION 4: Chapters 7 and 8





Dynamic Duo Feedback

p. 135 in book

Directions: Use the teacher-provided rubric to determine the score you believe you deserve on this work (writing, writing, etc.). Use the evidence to support your score. Have a partner do the same for your piece on the right-hand side.

My Work Deserves the Score of:	This work deserves the Score of:
<p>Score of Author of Work:</p> <p>Provide the Score (Use words from Rubric and share which score it is in your work)</p>	<p>Score of Assessor:</p> <p>Provide the Score (Use words from Rubric and share which score it is in your work)</p>
<p>Strengths of the Work:</p>	<p>Strengths of the Work:</p>
<p>How I will improve it after this analysis:</p>	

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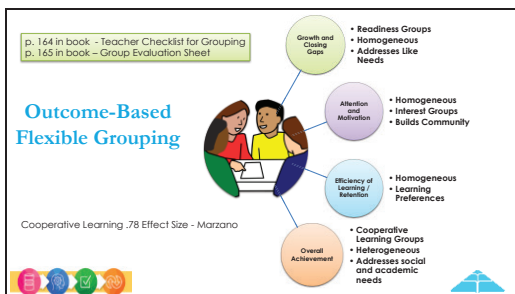
Praise-Question-Polish +

p. 138
in book

PQPP Feedback Form	
Author of the Writing: _____	
Date: _____	
PRaise • I like the way... • I like the way... • I like the way... • I like the way...	1: _____ 2: _____ 3: _____ 4: _____
QUESTions • Ask questions about things you didn't know or didn't understand • How did you think... • How did you think... • How did you think... • How did you think...	1: _____ 2: _____ 3: _____ 4: _____
POLish • Give suggestions to improve the writing. What can you do to make it better? • Give suggestions to improve the writing. What can you do to make it better? • Give suggestions to improve the writing. What can you do to make it better?	1: _____ 2: _____ 3: _____ 4: _____
Plan to Change What changes will you make to your writing, based on the feedback you received?	My Author: _____

TAG Feedback
Primary

Tell	Tell write something you liked about his/her writing • I liked how you... • My favorite part is... • The best idea from your writing is...because...
Ask	Ask the write a question about his/her writing. • What happened after? • How was this character feeling when... • Why did you place this here? • Could you have... • Who is in your picture?
Give	Give a suggestion about what you think could make the writing better. • I suggest that you... • I think you should fix... • Add the following details...





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Types of Changes



Near Future
– next couple of classes

- Feedback
- Regroup (Preteach/Reteach)
- Change warm-ups
- Tiered Assignments





What? (What did I teach? What did I see?)	So What? (What is needed?)	Now What? (How will I respond? For Mini-lesson steps.)
Learning Target taught: Error 1:	List skills, tools, strategies, questions, concepts they need:	Identify Mini-Lesson Learning Target: (List steps I'll take to teach this skill. (Remember: I do, we do, two do, and you do.) Write exit ticket:
Error 2:	List skills, tools, strategies, questions, concepts they need:	Identify Mini-Lesson Learning Target: (List steps I'll take to teach this skill. (Remember: I do, we do, two do, and you do.) Write exit ticket:
Next steps after mini-lessons:		



p. 169 in book

Most Common Change Teacher Say They Make is...



Reteaching

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Is your reteach *more of the same* or *something different?*



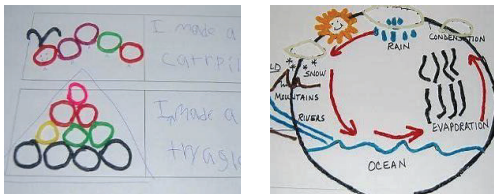
Targeted Instruction

Tactile/ Kinesthetic Reteaching of Geometric Shapes



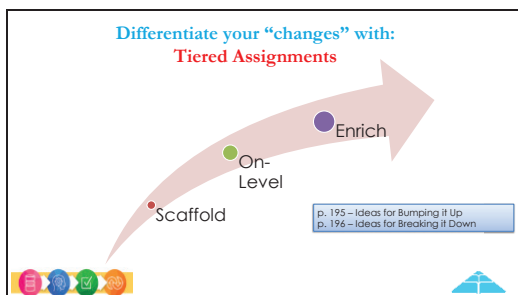
Targeted Instruction

Wikki Stix for Tactile Learners



Targeted Instruction

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Tiered Assignment
Kindergarten/First Combined Classroom Warm-Up

Make a fact family with the numbers 7, 8, and 15.

Maya has 9 coins. Rod gives her 6 coins. How many coins does Maya have now?

_____ = _____ + _____

EXAMPLE: ELEMENTARY READING

CONCEPT: Sequence and summarize the plots, main events, and their influence on future events

- ❑ **More Complex Task (Bump it Up):** With your group, look at the photo. What do you think happened before this picture was taken? What will happen next? Retell the before, during, and after events using transition words (e.g., first, next, then, finally).
- ❑ **Just Right:** With your group, put the text strips of the main events from the story in order. (You may use the pictures, too). Retell the story using transition words (e.g., first, next, then, finally). What do you think might happen next? Why?
- ❑ **Less Complex Task (Bump it Down):** With your group, put the pictures in order by following the sequence of the story. Retell the story by using transition words (e.g., first, next, then, finally). What do you think might happen next? Why?

At the bottom left of the slide are four colored circles (pink, blue, green, orange) and a small blue triangle icon at the bottom right.

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EXAMPLE: Math

CONCEPT: Two Digit Multiplication

- More Complex Task (Tightened):** With your partner, create your own word problem that requires the use of two-digit multiplication. Solve the problem using “teacher talk” to explain the process. If your partner agrees with your answer, have them autograph your problem. Switch roles.
- Just Right:** With your partner, read the word problems and solve using two-digit multiplication. Use “teacher talk” to explain the process. If your partner agrees with your answer, have them autograph your problem. Switch roles.
- Less Complex Task (Loosened):** With your partner, solve the two-digit multiplication problems. Use the multiplication chart if needed. Use “teacher talk” to explain the process. If your partner agrees with your answer, have them autograph your problem. Switch roles.

□ Even in the same guided reading group, the “change” will be different based on the data



Reading Strategy Goal Bookmark

My Reading Goal: Sue

Strategy #1:
To use my Eagle Eye and look for clues in the illustrations – guess the unknown word.

Strategy #2:
What letter does the unknown word start with? Study illustration and ask what word would make sense here with this initial sound.

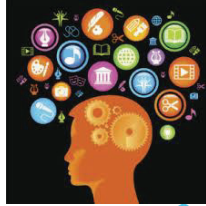
Strategy #3:

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Chat Box Chew

Thinking Job: What is your go-to “change” (either immediate or near-future)?

Post your comment in the chat room.



Types of Changes

Last Chance Changes
– end of unit

- Feedback
- Regroup
- Change test date / Redos
- Learning Stations



Error Exam Breakdown

Question Number	Standard or Learning Target Addressed	Answer Correctly	Answered Incompletely	Answer Based on Not Being Careful	Answer Based on Lack of Knowledge
1	Multiplying fractions	✓			
2	Multiplying fractions		✓	✓	

My error breakdown:
I know how to multiply and reduce fractions. I made mistakes with the numbers seven and eight. I do not understand how to divide fractions.

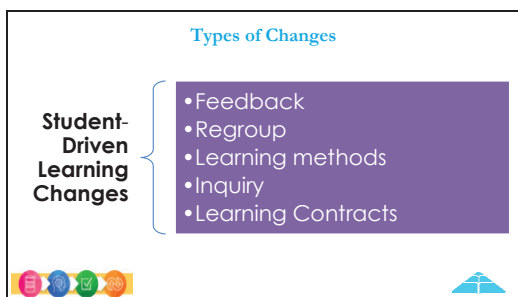
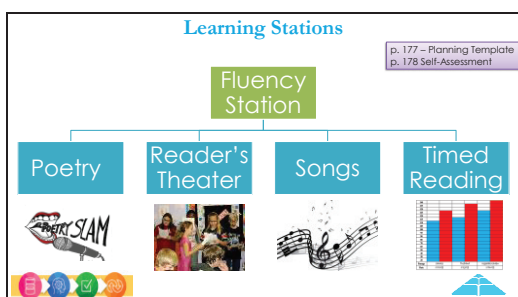
My plan:

Listen carefully and ask questions about dividing fractions in class.
Meet with Sam to double-check our homework on dividing fractions. He knows how to do it. Use flash cards.
Slow down and check my answers.



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Student: <u>Bryce</u>	Date: <u>12/15</u>
Text Level: <u>38</u>	Title: <u>Snakes</u>
3 - Consistently demonstrates use of strategy 2 - Frequently demonstrates use of strategy 1 - Developing use of strategy 0 - Does not yet use the strategy	
Total Score: <u>11</u>	
Indicator	Score
Reads fluently with accuracy	2
Applies phonics skills	2
• Uses blending or chunking of word parts	
Applies knowledge of word structures and patterns to read with automaticity	2
Identifies sight words within text	2
Reads familiar text at a rate that is conversational and consistent	3
Demonstrates appropriate use of phrasing	1
• Reading in phrases: not word-by-word	
Uses punctuation cues to guide meaning and expression	1
Uses and adjusts pacing, intonation, and pitch	1



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Student-Driven Inquiry Learning




p. 179 – Brainstorming for Passion Projects
 p. 180 – Resource Tracker
 p. 181 – Criteria for Success Cards
 p. 182 – Accountability/Reflection Guide
 p. 183 – Effort Self-Assessment

Types of Changes

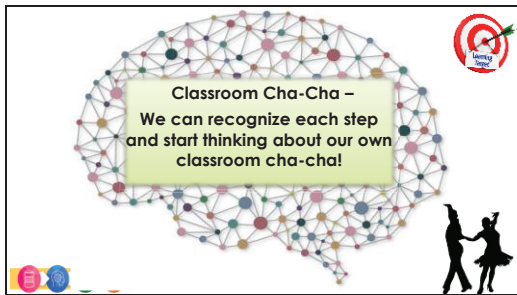
Teacher-Driven Learning Changes

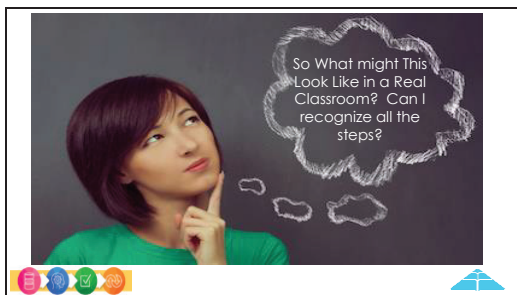
- Teacher Reflection and Change

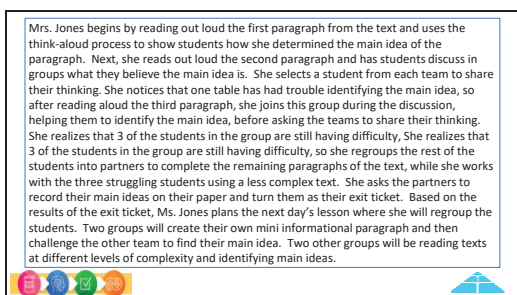


Ending Chunk (closure, you do)	<input type="checkbox"/> Exit Ticket/Final Stretch Check <input type="checkbox"/> Electronic Tools <input type="checkbox"/> Whiteboards for quick checks <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Documented Teacher Observation <input type="checkbox"/> Writing <input type="checkbox"/> Self-Assessment/Peer Assessment <input type="checkbox"/> Main formative assessment evidence <input type="checkbox"/> Other: _____
Change (Explain how you might regroup, pre-teach, re-teach, tier, design stations, facilitate individual goal setting, urge independent inquiry, employ continuous learning or have students self-assess)	

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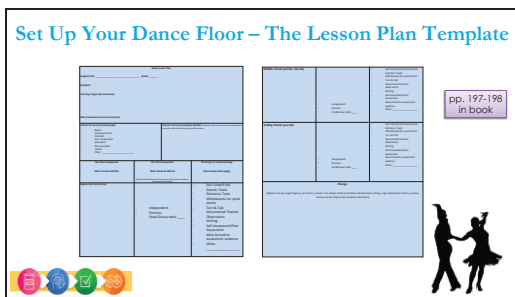






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Select Your Song List
Main Formative and Criteria for Success



Chapter 2

Instructional Cha-Cha
Lesson Plan Template

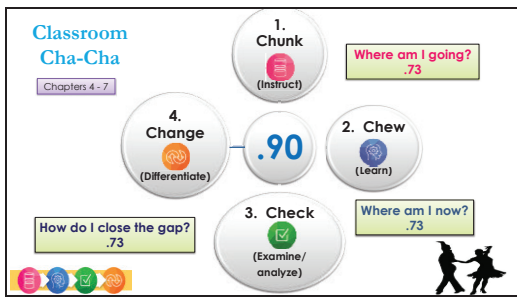
Lesson Title		Date	
Teacher		Grade	
Subject		Unit	
Learning Objectives		Assessment	
Materials		Resources	
Instructional Strategies		Differentiation	
Formative Assessment		Summative Assessment	
Reflection		Notes	

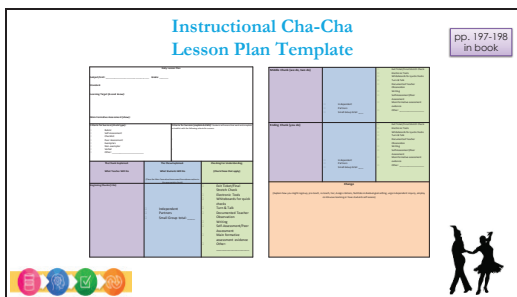
Get to Know Your Dance Partners
Pre-Assessment, APK, Pre-Exposure & Priming

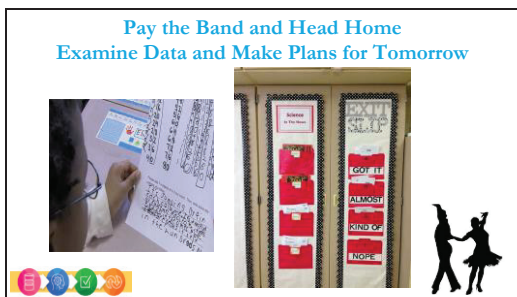


Chapter 3

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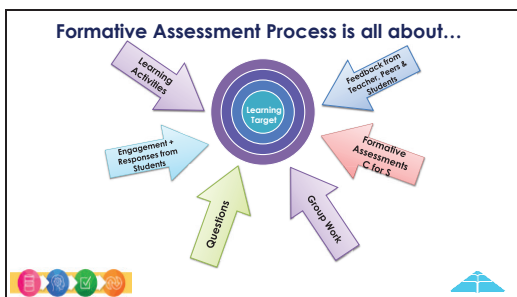


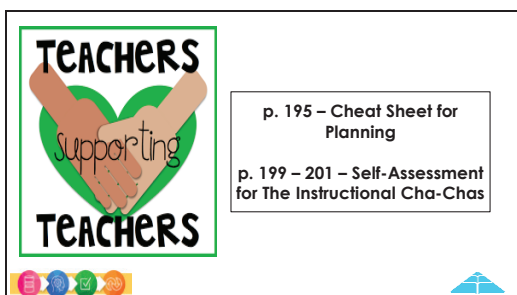


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The Four Steps:
Instructional Cha Chas



1. **Chunk** it, we teach a bit.
2. **Chew** it, they think about it.
3. **Check** it, to see if they know.
4. **Change** it, to watch them grow!





MELISSA DICKSON

Professional Development Ideas:

- Webinars –differentiated instruction, all aspects of literacy, RTI
- Coaching: Understanding by Design then into daily lesson plans: Instructional Cha-Cha Template with your standards (Unit Creation)
- Virtual Learning Walks



Bring Melissa to Your School – physically or virtually

SolutionTree.com/Melissa_Dickson.html



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