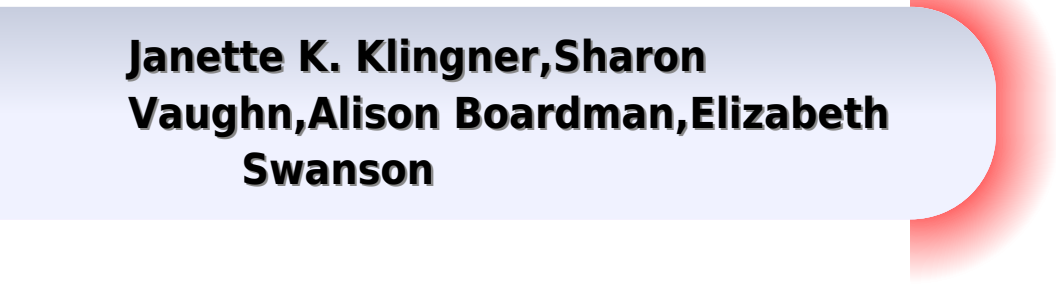


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Name of Collaborative Project: Fractured Fairy Tales		Grade Level: 2	Curricular Connections: language arts, social studies
	Library Media Teacher:	Technology Teacher:	Classroom Teacher:
Name:	Matthew C. Winner	Lisa Wenzel	
Lesson Source:	n/a	Urban, Suburban, and Rural (Lesson #255)	
Length of Unit:	2 classes	3 classes	
Approx. Start Date:	Quarter 4	Quarter 4	
Objectives:	1a. Identify relationships between text and situations in real life.	Goal 3.a.1 Use technology tools including software and hardware from a range of teacher-selected options to learn new content and reinforce skills.	Goal III.A.2.b. Identify and explain the elements of a story including characters, setting, problem, sequence of events, and solution to the problem. c. Identify the setting and explain its importance in the story.
Essential Question(s), Goal(s), Objectives <i>What do we want students to know and be able to do? Should be same or related and content driven.</i>	Students will apply knowledge of urban, suburban, and rural regions to a familiar fairy tale and adapt fairy tale to a new setting.	Students will explore their neighborhood/world using GoogleEarth, will investigate urban, suburban, and rural communities.	Allow for teacher input
Type of Collaboration: Dependent or Independent	Dependent Tech must teach Urban Suburban Rural lesson before library media lesson begins. Library media must have fairy tale maps complete before tech can begin writing class fractured fairy tale.		
Cross Curricular Skills Attained: <i>How will students benefit from this collaboration?</i>	Students will be able to communicate how setting impacts the story and plot.	Students will be able to identify and describe communities as urban, suburban, and rural.	
Teaching Responsibilities:	n/a	Week 1 - Urban, Suburban, and Rural • Use GoogleEarth to learn about specific regions • Record observations on a class blog	
Assessment Tool:	n/a	Blog response	

Collaborative Group Learning Lesson Plan Template

**Janette K. Klingner, Sharon
Vaughn, Alison Boardman, Elizabeth
Swanson**



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Developing Maths Lesson Planning and Frameworks: Mastery, Logic and Reasoning in the Classroom Linda (Yuqian) Wang, Jeremy Dawson, Chris Brown, 2023-11-24 This book highlights the essential relationship between lesson planning and key mathematical elements such as mastery and reasoning The exemplification of ideas through useful classroom strategies gives the book a practical basis as well as theoretical I have no doubt that even experienced teachers will find this book enlightening and encourage them to re evaluate elements of their practice Hayley Hands Secondary PGCE Mathematics Lead Newcastle University UK Developing Maths Lesson Planning and Frameworks provides much food for thought and includes many immediate take aways to reflect on or try out This book will help enhance any maths teacher s lesson planning from the trainee teacher to the experienced practitioner Rose Marie Rochester Archimedes NE Maths Hub Lead BHCET Director of Maths UK Addressing the maths skills gap Wang et al propose a new method for maths lesson planning that harnesses the power of reasoning in mathematics teaching Using a pedagogical approach called the Causal Connectivity Framework CCF this book helps teachers to support students in actively discovering the logical foundations upon which classroom activities are linked together The authors have diverse expertise and experiences as maths teachers teacher educators and researchers and this alternative approach is the result of long term collaboration aimed at building up successful maths lessons from the very first steps lesson planning Developing Maths Lesson Planning and Frameworks Offers practical advice within a theoretical framework Ties in with UK National Curriculum requirements Contains detailed practical examples and visual aids throughout Reasoning is a critical component of maths learning making this essential reading for maths teachers and teacher trainees as they help students to achieve maths mastery Linda Wang is Assistant Professor and PGCE secondary maths Lead at Durham University UK She is particularly interested in curriculum design at both secondary and lower primary level mathematics and developing the educational impact partnership model to deliver Continuing Professional Development CPD to future orientate Mathematics education Chris Brown is Professor of Education at the University of Southampton UK His research interests include using Professional Learning Networks PLNs to promote the collaborative learning of teachers as well as how research evidence can and should but often doesn t aid the development of education policy and practice Jeremy Dawson is Area Co ordinator for the Advanced Maths Support Programme at Durham University UK He has worked in a variety of diverse school settings around North East England and has extensive experience of teaching mathematics from KS2 KS5 as well as contributing and assisting on gifted and talented programs for prospective university entrants [Collaborating With Students in Instruction and Decision Making](#) Richard A. Villa, Jacqueline S. Thousand, Ann I. Nevin, 2010-04-05 This book reveals how powerful learning could be if students and educators shared more of the teaching responsibilities Involving students in the teaching experience helps them learn more academically and do more socially Peggy King Sears Professor George Mason University In this easy to read resource the authors help educators

understand that inclusion isn't something that we do to and for students but rather something we must do with students. The powerful anecdotes of educators and students planning tutoring and teaching side by side give us new hope and further direction for the creation of inclusive schools. Cathy L. Taschner, Assistant Superintendent, Oxford Area School District, PA. Take advantage of a resource that's right in your classroom: your students. How can you meet the needs of a diverse student population in mixed ability classrooms and maintain a cooperative, caring and active learning environment? Students are the perfect resource. Research shows that when students collaborate with teachers, they take responsibility for what happens in the classroom, care about their classmates and become more engaged in learning. This comprehensive book offers practical strategies for empowering students as co-teachers, decision makers and advocates in the classroom. Ideal for K-12 general and special education teachers, this guide describes how to involve students in instruction through collaborative learning groups, co-teaching and peer tutoring that foster self-discipline and responsible behavior. Make students a part of decision making by utilizing personal learning plans, peer mediation and other methods. Put collaboration with students into practice using the assessment tools, user-friendly lesson plans, case studies and checklists included. *Collaborating With Students in Instruction and Decision Making* is packed with all the information, strategies and tools teachers need to tap their students' potential as a resource for making a difference in the classroom. *Handbook of Research on Training Teachers for Bilingual Education in Primary Schools*, Estrada Chichón, José Luis, Zayas Martínez, Francisco, 2023-02-06. Modern societies tend to demand innovative learning modalities in which foreign languages are used to teach content subjects from very early educational stages. Education authorities in different geographical areas of the world are currently working to determine how bilingual teaching should be developed, depending along with many other factors on the initial training of bilingual education teachers. On this basis, it is necessary to review how tertiary education institutions deal with the theoretical foundations and practical approaches necessary for this learning modality to train bilingual education teachers for primary schools. The *Handbook of Research on Training Teachers for Bilingual Education in Primary Schools* includes international experiences of teacher training for bilingual education in primary schools in which educators should be able to recognize themselves and identify concrete working formulas to apply in their daily work. Covering key topics such as teacher training, language learning and primary education, this reference work is ideal for administrators, teacher trainers, policymakers, researchers, scholars, practitioners, academicians, instructors and students. *A Teacher's Guide to Flexible Grouping and Collaborative Learning*, Dina Brulles, Karen L. Brown, 2018-12-18. Master flexible grouping and differentiation strategies to challenge every learner every day. Grouping learners purposefully throughout the school day based on their needs and the curriculum remains the single best way to differentiate instruction. This award-winning guide will help teachers expertly use flexible grouping and differentiation strategies to respond to students' diverse learning needs, abilities and interests. Included are methods for creating groups based on assessment data, planning group lessons and tiered assignments, engaging learners at

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95 Strategies for Remodeling Instruction Laura E. Pinto, Stephanie Spares, Laura Driscoll, 2012-01-13 Give your lesson plans a makeover Would you rather listen to a lecture or play classroom Jeopardy Research shows that the most successful learning happens when teachers talk less and engage their students in actively applying concepts This book shows you how to enhance lessons with 95 research based strategies that work for all subjects and grade levels In addition the authors explain the research on student learning describe best practices and provide tools for analyzing your lessons This step by step guide shows how to remodel lessons to Align with the Common Core State Standards Develop 21st century skills Engage students Enhance content learning The book s evidence based Present Apply Review PAR model is highly effective for addressing shortfalls in student learning Included are diagrams examples clear instructions for connecting lessons to CCSS anchors and a guide to sharing the strategies in a professional learning setting Why teach tomorrow s adults with yesterday s lessons Amplify your arsenal with storyboarding Socratic role play Wikis peer huddles and more and watch learning soar Enjoy Teaching Carol Gildner, 2001 Teaching can be a joy filled experience one that energizes both new and experienced educators This book of helpful hints presents short subjects designed to provide fresh ideas for enjoyment and success in teaching Carol Gildner has 30 years of classroom experience that forms the basis for this teacher guide Throughout there are specific lessons and visual devices to provide clear practical principles for effective teaching Easily adaptable to your classroom Enjoy Teaching is equally appropriate for the veteran and first year teacher Home school educators will also greatly benefit from Gildner s insights

Toolkit for Mentor Practice Patty J. Horn, Kristin Metler-Armijo, 2010-10-20 These mentoring tools allow me to have a reflective dialogue with teachers about their instruction that is unbiased nonthreatening and data driven I use the tools daily As my teachers evolve and advance in their practice so do the tools Amber Mieras District Mentor Union Elementary School District Tolleson AZ Horn and Metler Armijo have beautifully captured the reciprocal nature of the mentor and novice teacher relationship and the learning journey that occurs between them If you are designing a mentor program or if you need to revitalize the program you have this book will be your primary guide Elle Allison President Renewal Coaching All the processes strategies and tools a mentor needs to support and retain new teachers Studies show that mentoring programs have a positive impact on the development and retention of new teachers This field tested and evidence based resource is a complete kit that provides everything mentors need to support novice teachers on their journey to becoming confident effective professionals Toolkit for Mentor Practice combines a set of diagnostic tools that capture what

is happening in a new teacher's classroom with a mentoring process that guides both mentor and mentee through transformational learning stages. The toolkit features a three-phase mentoring process that uses data collection and collaborative conversations to improve classroom practices. Information-gathering tools that reveal how new teachers interact with students, plan for instruction, design lessons, analyze student work, and differentiate instruction. Implementation guidelines that explain how to use each tool with beginning teachers. Tools in Action examples that illustrate how veteran mentors have used the tools with new teachers. This toolkit gives mentors all the forms and processes needed to guide new teachers as they develop and improve their instructional practice.

Educational Communities of Inquiry: Theoretical Framework, Research and Practice Akyol, Zehra, Garrison, D. Randy, 2012-09-30. Communications technologies have been continuously integrated into learning and training environments, which has revealed the need for a clear understanding of the process. The Community of Inquiry (COI) Theoretical Framework has a philosophical foundation which provides planned guidelines and principles to develop useful learning environments and guarantees successful educational experiences. Educational Communities of Inquiry Theoretical Framework Research and Practice is an extensive reference that offers theoretical foundations and developments associated with the COI theoretical framework. This collection is a valuable source of ideas, research opportunities, and challenges for scholars and practitioners in the field of education technology.

The Oxford Handbook of Preservice Music Teacher Education in the United States Colleen Marie Conway, Kristen Pellegrino, Ann Marie Stanley, Chad West, 2020. The Oxford Handbook of Preservice Music Teacher Education in the United States advocates for increased cultural engagement in Pre-K-12 music education.

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