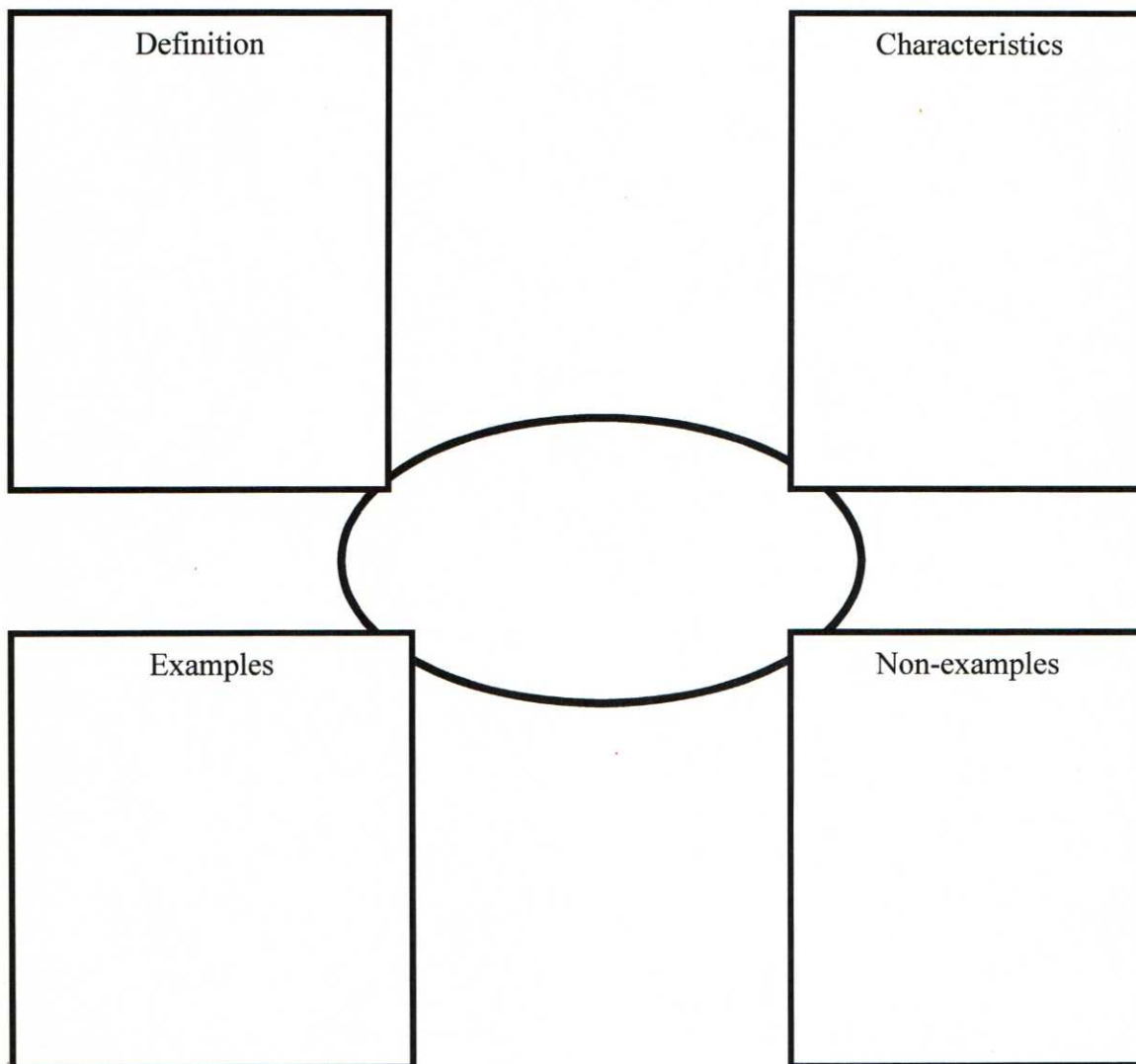


## 26. Frayer Model

<b>Description:</b>	The <i>Frayer Model</i> is a graphic organizer which contains four compartments for recording information related to a concept. The four are definitions, characteristics, examples, and non-examples.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Exemplify

<b>Instructions to Student:</b>	Record information as directed in the rectangles.
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## 27. Gallery Walk

<b>Description:</b>	A <b>Gallery Walk</b> is similar to a person walking through an art gallery looking at paintings. In the classroom, however, students will be looking at student work that might be in the form of a poster, chart, paper, or other format. <b>Gallery Walks</b> are most effective when the teacher gives students a task to do as they look at other student work. For example, the teacher might want students to take notes or give feedback to the writer(s) on a sticky note.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Summarize

<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 1.02</b>	Classify character traits and their influence on aspects of personal growth.
<b>Instructions to Student:</b>	Have a Gallery Walk to allow student pairs to move around the room from corner to corner reading the summaries to see if they agree with the placement of the summary—i.e., the aspect of personal growth with which it is matched. Have students use post-it-notes to make any summaries whose placement they question. Discuss those in question until all students understand the classifications.



<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 6.03</b>	Interpret theories of child development.
<b>Instructions to Student:</b>	Have students display their original 3-D organizers representing theories of child development. Randomly assign each student a new partner, and schedule a Gallery Walk to allow time for partners to view organizers. As students view the organizers, have them write in their learning logs in 25 words or less the main ideas about each theory as represented in the organizers.





## 28. GIST

<b>Description:</b>	<i>GIST</i> is an acronym for <b>G</b> enerating <b>I</b> nteractions between <b>S</b> chemata and <b>T</b> exts. This strategy was developed to help students learn to write organized and concise summaries of their reading. The task is to write a summary of the problem or paragraph, in 12 words or less. The student identifies the 12 most important words needed to solve the problem or summarize the paragraph. The words capture the "gist" of the problem.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Summarize

### GIST

1. Read the first sentence and summarize contents in 15 words or less.

2. Read the second sentence and summarize the first two sentences in 15 words or less.

3. Continue until the paragraph is read and then summarize the entire paragraph in 15 words or less.


4. Paragraph Summary



# 29. Graphic Organizers

<b>Description:</b>	A <b>Graphic Organizer</b> is a tool that helps students visually “hold their thinking.” Each category is like a bucket in which students drop the information as they locate it.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 8.02</b>	Evaluate developmentally appropriate programs for school-age children.
<b>RBT Category:</b>	Analyze
<b>RBT Subcategory:</b>	Differentiate, Organize

## Can You Spot the Important Details?


<p><b>Instructions to Student:</b></p> 	<p>Have students scan Chapter 29 of <i>Working with Young Children</i> and Section 21-2 of <i>Adult and Child Care Professionals</i> to find details to describe developmentally appropriate programs for school-age children. Have them use the Graphic Organizer found in Appendix 8.02A, “Can You Spot the Important Details?” to record details in or across the spots. To help students get started, list on the board the following sample of types of details related to environment that they are looking for:</p> <ul style="list-style-type: none"> <li>• Casual, comfortable classrooms</li> <li>• Interesting learning centers</li> <li>• Both indoor and outdoor areas.</li> </ul> <p>Discuss. As new thoughts are shared, have students add to their lists details that they may have missed.</p>
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<b>Environment</b>	
<b>Staff</b>	<b>Routines</b>
<b>Activities</b>	

# 30. I Wonder

<b>Description:</b>	When students read with a purpose, they read more closely and comprehend what they read better. To use the “ <i>I Wonder</i> ” strategy, the teacher can show a visual aid or state the topic. Students then brainstorm a list of questions---what they wonder---about the visual or topic. Students then read a text to answer their own questions.
<b>CTE Course: 6411</b>	Computer Applications I
<b>Objective: 1.01</b>	Understand Internet search tools and methods.
<b>General Literacy Strategy:</b>	

## I Wonder Where to Find Things on the Internet

<p><b>Instructions to Student:</b></p> 	<p>Distribute the Compare Internet Search Tools and Methods activity to students and instruct them to complete the activity independently or in pairs as they compare the results yielded by different searches.</p> <p>Upon completion of the activity ask the class which searches were most effective and why.</p>
---	---

My Questions	Answers or Facts





# 31. Journal Writing (Response Journals)

<b>Description:</b>	<i>Response Journals</i> are student response to reading viewing or a video or film, experiencing a lesson, observing an experiment, taking a field trip or listening to a great speaker. Some journal writing is simple a written response to a writing prompt from the teacher.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>General Literacy Strategy</b>	

## Prompts for CTE Journal Writing


<b>Instructions to Student:</b>	Use the prompts below to write in your notebook or journal.
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1. Transferable skills are common to a number of jobs and can be adapted to a particular employer’s needs. Some examples of transferable skills are good listening skills, the ability to motivate others, and computer skills. What transferable skills do you possess? Tell how you learned these skills.
2. A worker who does just what he/she is assigned to do is considered an average worker. How can you demonstrate to an employer that you can handle more responsibility?
3. If your company has a zero-drug policy, would you tell on a co-worker who has a substance abuse problem if the habit did not seem to affect his/her work? Why or why not? Would your answer be different if it did affect his/her work or the safety of co-workers?
4. Do you think that employers have the right to ask you to remove jewelry or body piercings when you are at work? Give examples of situations when you would agree to do so and examples of situations when you feel that the employer would be invading your rights.
5. What do you consider the three most important things you can do to prepare for a job interview? Discuss why each is important.
6. Extracurricular activities teach valuable workplace skills. For example, team sports teach leadership, responsibility, teamwork, and commitment. What skills have you learned through participating in extracurricular activities that could be transferred to the workplace? Explain.
7. You work at Big Burgers, a local fast-food restaurant. Other employees give their friends who are customers free food. They refer to this practice as a “hookup”. You know that this is against the restaurant’s policy; however, lately several of your friends have come in and pressured you to give them free French fries and soft drinks. What would you do? Justify your answer.

## 32. K-W-L

<b>Description:</b>	A <b>K-W-L</b> is an instructional tool for helping readers engage in active thinking and reading by articulating what they already know about a topic (K), deciding on what they hope to learn from their reading and inquiry (W), and highlighting or summarizing what they learned (L) after their reading
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 6.01</b>	Exemplify principles and domains of child development.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Summarize

### Child Development Birth to Age Twelve: KWL Chart

<b>Instructions to Student:</b> 	<p>Introduce principles of child development as big ideas that guide in understanding the behavior and development of children, and domains as categories of development. Have students complete column one of the KWL Chart.</p>
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**Directions:** Use the appropriate column to write what you know and want to know prior to this unit's activities. Use the final column to write what you have learned at the end of the unit.


What I <i>K</i> now	What I <i>W</i> ant to Know	What I <i>L</i> earned



## 33. Learning Logs

<b>Description:</b>	<b>Learning Logs</b> have regular student entries, which can include reflections on homework, responses to reading, response to specific teacher prompts, reflections on the process of learning, notes on content studied, research notes or observations. Learning Logs are a way for student to reflect on what they read, discussed or experienced by writing in a notebook short responses to a question or topic presented.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 5.02</b>	Apply emergency procedures in early childhood settings.
<b>General Literacy Strategy</b>	

**Note:** For specific information on Notebook Systems, refer to the 2008 Curriculum Guide for Early Childhood Education I. Here is what it says about Learning Logs:

<p><b>Instructions to Student:</b></p> 	<p>Have students write in their Learning Logs about a time when they were involved in an emergency situation. Ask them to write about their feelings and about what they remember about how someone took charge and handled the emergency.</p>
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### Learning Log Divider Page:

- Prepare a divider page with a tab for your Learning Log.
- Label the tab and the page with the words "Learning Log."
- Decorate your Learning Log divider page following the 3-3-3 Rule. (3 colors, 3 pictures, and 3 facts in your design)
- After your design is complete, use clear contact paper to secure if needed.

### Learning Log Content Pages:


- You will be expected to add at least one new entry to your Learning Log each week.
- Entries in the Learning Log may be responses to questions or writing prompts given in class or things you want to write about what you are learning and what you are doing in your internship.
- Each entry in the Learning Log must be dated.



## 34. List-Group-Label

<b>Description:</b>	During a <i>List-Group-Label</i> activity, student can brainstorm a list of words (or the teacher can provide them) associated with a topic. All similar words are then grouped into a category and given a label.
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 4.01</b>	Understand products, branding, services, and nonprofit marketing.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Classify

### Classifying Consumer Products

<p><b>Instructions to Students:</b></p> 	<p>Students are to work with their parent(s) to create a list of ten products that the family has purchased over the past two months (groceries, home improvement items, entertainment items, etc.)</p>
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After listing the items, students are to categorize each item on their list as a(n):

1. Convenience product
2. Shopping product
3. Specialty product
4. Unsought product.



Item	Convenience	Shopping	Specialty	Unsought
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



# 35. Marking the Text

<b>Description:</b>	<i>Marking the Text</i> is a means of highlighting, underlining and/or annotating the text to focus students on reading for specific purposes. Post-it notes may also be used if the students cannot write in the textbook.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>RBT Category:</b>	Analyze
<b>RBT Subcategory:</b>	Differentiate


## Marking the Text

<p><b>Instructions to Student:</b></p> 	<p>Students <b>highlight</b> or <u>underline</u> key words, bold face information, or text they have questions about. After reading the text students can use the marked text to do more research to answer questions or expand their knowledge of that subject matter.</p>
	



# 36. Pairs Read

<b>Description:</b>	<b>Paired Reading</b> helps students summarize main points and details from reading. A student takes turns with a partner reading aloud, then the other student paraphrases what was just read. Paired Reading is an effective reading strategy because students are more likely to stay alert and seek understanding while they read. Students, when paired well, will help one another understand the text by asking clarifying questions and summarizing main ideas.
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 1.02</b>	Understand marketing philosophies and strategic planning.
<b>General Literacy Strategy</b>	

<p><b>Instructions to Student:</b></p> 	<p>For this Paired Reading, pair students and provide each with a textbook. The teacher or the students can decide who will read first (Reader A) and who will read second (Reader B). It is suggested that they read aloud quietly. Each student should read about one philosophy. Reader B should listen and be able to summarize what Reader A read. The two should discuss the passage together and summarize the key characteristics in the appropriate block on the Marketing Philosophies Key Terms sheet. Repeat the process until all four philosophies are completed.</p>
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- Variations:**
- Pair and Share
  - Read-Pair-Share
  - Think-Pair-Share
  - Think-Ink-Pair-Share
  - Write-Pair-Share



# 37. Paraphrase

<b>Description:</b>	<i>Paraphrase</i> means to put another person's ideas in your own words. It is a strategy to improve recall of main ideas and specific facts. Students read a short passage and rephrase the content, including main ideas and specific facts, in their own words.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 2.02</b>	Interpret responsibilities of early childhood professionals.
<b>General Literacy Strategy</b>	



## Ethical Responsibilities to Children, Paraphrased

**Directions:** Use the column "My Paraphrase" to write in your own words what each responsibility means and the row "My Views" to write your opinion or view of this responsibility.

<b>Ethical Responsibility 1:</b>  Do not harm children.	<b>My Paraphrase:</b>
<b>My Views:</b>	
<b>Ethical Responsibility 2:</b>  Involve those with relevant knowledge in decisions about children.	<b>My Paraphrase:</b>
<b>My Views:</b>	



# 38. Popcorn Review


<b>Description:</b>	For a <i>Popcorn Review</i> reading strategy, students are asked randomly to “pop up” and share one piece of information they have learned. The teacher can call student names or the student who speaks can call the next student’s name.
<b>CTE Course: 6626</b> <b>Objective: 1.02</b>	Strategic Marketing Understand marketing philosophies and strategic planning.
<b>Instructions to Teacher:</b> 	While facilitating a discussion using slides 5-62 Chapter 2 PowerPoint, perform a Popcorn Review with students about the materials.
<b>CTE Course: 7111</b> <b>Objective: 6.02</b>	Early Childhood Education I Understand developmental characteristics of children.
<b>Instructions to Teacher:</b> 	Use a Popcorn Review to allow students to summarize orally what they have learned about characteristics of children at various age levels. Ask them to write in their learning logs: <ul style="list-style-type: none"> <li>• What was hard to accept/believe, if anything?</li> <li>• What was most interesting?</li> <li>• What was most surprising?</li> </ul>
<b>General Literacy Strategy</b>	



## 39. Pro and Con Chart (Advantages/Disadvantages)

<b>Description:</b>	A <i>Pro and Con Chart</i> is an organizer for looking at both sides of a persuasive topic.
<b>CTE Course: 6626</b>	Strategic Marketing
<b>Objective: 6.02</b>	Understand advertising, public relations, sales promotion, and personal selling.
<b>RBT Category:</b>	Evaluate
<b>RBT Subcategory:</b>	Critique


### Media Decisions in Advertising

<p><b>Instructions to Student:</b></p> 	<p>Advertisers must understand advantages and disadvantages of the various media types available to them for use in the promotional message. List advantages and disadvantages of each media type below.</p>
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Media Type	Advantages	Disadvantages
Newspapers		
Magazines		
Radio		
Television		




# 40. RAFT

<b>Description:</b> 	<b>RAFT</b> is an acronym for <b>Role, Audience, Format, and Topic</b> . Role is the person or thing the writer is assuming (such as mother or father); A is the audience for whom the writing is written (husband and wife); F is the format the writer is supposed to use (such as a letter), and T is the topic) such as pregnancy discomforts and how to relieve them). RAFT writing helps the student write for someone other than the teacher in a voice other than their own using a format in place of the standard paragraph or essay. If a teacher is using RAFT as a major writing assignment, rather than a "Fast Write", the teacher should create a rubric to ensure students demonstrate content knowledge as well as creativity.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>General Literacy Strategy</b>	

## RAFT

R	A	F	T
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- R**    Role:            What role(s) will the student assume as writer?
- A**    Audience:        Choose an audience for writing.
- F**    Form:             Specify format possibilities the writing will take (comic strip, letter to editor, feature article, poem).
- T**    Topic:            Define the topic, determine questions to be answered and point to be made.

<b>Instructions to Student:</b> 	<p>Pretend you are the principal of your high school. Write an e-mail to be sent to the entire faculty recommending you for a prestigious award.</p>
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# 41. Read Aloud

<b>Description:</b>	During a <b>Read Aloud</b> the teacher reads a short piece of text to students. Before reading, she tells students what they are supposed to listen for and/or write down as she reads. These purposeful directions give students a reason for paying attention and increase their comprehension. A student can perform a <b>Read Aloud</b> , but the teacher should give him/her the text to practice in advance.
<b>CTE Course: 7711</b>	Masonry I
<b>Objective: 5.01</b>	Understand tools used in masonry.
<b>General Literacy Strategy</b>	

## Read Aloud

<b>Instructions to Student:</b> 	Have students read text out loud taking turns and rotating around class. Read short sections or paragraphs and allow reader or another student to summarize what has been read. Guide students as necessary to ensure accurate and complete summarization.
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## 42. Read and Represent

<b>Description:</b>	<i>Read and Represent</i> is a strategy that allows students to take time after reading each segment of information and think about what the reading really means. By stopping to paraphrase and make meaning of each segment, they are able to take in more information with a higher level of retention. When time is provided for each student to talk with someone else about what they have read, understanding is further enhanced.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 2.02</b>	Interpret responsibilities of early childhood professionals.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Interpret

### Express Yourself!

<b>Instructions to Student:</b>	Have students Read and Represent by completing the assignment found on the student handout "Express Yourself."
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**Directions:** Select one of the ethical responsibilities of child care and education professionals to investigate and interpret. Read about the responsibility in available references to help you think about what the responsibility really means. Then, select one of the following way of interpreting information and present what the responsibility means using that medium. Be prepared to share your "representations" with the class.

Acronym	Hat	Poster
Acrostic	Idea Map	Puppet
Advertisement	Interview	Puzzle
Brown Bag Design	Jingle	Questionnaire
Basket	Letter	Rap
Brochure	Mask	Recipe
Cartoon	Mobile	Role Play
Collage	Model	Sample
Costume	Monologue	Scenario
Display	Music	Scrapbook
Doll	Mystery	Silent Demon
Drawing	News Clipping	Slides
Editorial	Object	Slogan
Flannel Board	Original Art	Song
Flash Cards	Overlays	Storyboard
Graffiti	Photograph	Storybook
Graph	Poem	Time Capsule



# Read and Represent and Gallery Walk Exercise

## Directions:

1. **Read** your article from "I Didn't Know That---Why We Say the Things We Say".
2. Draw a picture to **Represent** what you have read.
3. Place your assigned number in the lower right-hand corner of your paper.
4. Display your art work in the "Gallery".
5. Talk a **Gallery Walk** around the exhibits and try to match the following phrases with the numbered pictures.

## Exhibit Numbers:

- |           |           |
|-----------|-----------|
| 1. _____  | 16. _____ |
| 2. _____  | 17. _____ |
| 3. _____  | 18. _____ |
| 4. _____  | 19. _____ |
| 5. _____  | 20. _____ |
| 6. _____  | 21. _____ |
| 7. _____  | 22. _____ |
| 8. _____  | 23. _____ |
| 9. _____  | 24. _____ |
| 10. _____ | 25. _____ |
| 11. _____ | 26. _____ |
| 12. _____ | 27. _____ |
| 13. _____ | 28. _____ |
| 14. _____ | 29. _____ |
| 15. _____ | 30. _____ |


## Phrases:

- |                            |                             |
|----------------------------|-----------------------------|
| a. As the Crow Flies       | p. Nest Egg                 |
| b. Ballpark Number         | q. Nip it in the Bud        |
| c. Chess Pie               | r. Off-the-Cuff             |
| d. Deadbeat                | s. On the Nose              |
| e. Fighting Fire with Fire | t. Pot Luck                 |
| f. Freeloader              | u. Powwow                   |
| g. Getting Your Goat       | v. Quarantine               |
| h. High on the Hog         | w. Rings True               |
| i. In the Hole             | x. Rule of Thumb            |
| j. Knock on Wood           | y. Skeletons in the Closet  |
| k. Know 'um Like a Book    | z. Slush Fund               |
| l. Lame Duck               | aa. Southpaw                |
| m. Limelight               | bb. Up for Grabs            |
| n. Loophole                | cc. Y'all                   |
| o. Nepotism                | dd. Too Many Irons the Fire |



# 43. Say Something

<b>Description:</b>	Before a <b>Say Something</b> , the teacher tells students what she wants them to say after a small chunk of text or short excerpt is read. When the teacher or a student finishes reading, students say something to one another, such as a short summary, a reaction, a question, the most important thing learned, etc. A <b>Say Something</b> encourages students to talk as a way to process course information. Research shows that student comprehension improves by 50% when they are asked to read or listen and purposefully talk about what they've read or heard.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 3.02</b>	Understand how to select and use teaching methods.
<b>General Literacy Strategy</b>	

<p><b>Instructions to Student:</b></p> 	<p>Follow the steps in Part 1 of “Ways Children Learn” and “The Role of Play Materials” of Teacher’s Guide to PowerPoint Presentation—“Teaching Young Children” (Appendix 3.02A) to show the PowerPoint and facilitate activities to engage students.</p> <p>Use the Say Something literacy strategy to have students think of answers to questions related to the content of the presentation. Have them write in their Learning Logs and share at designated times with someone sitting nearby.</p>
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## 44. T-Chart

<b>Description:</b>	A <b>T-Chart</b> is a double-entry chart with two columns that looks like the letter "T". One use of the entry is for note-taking (also called Cornell notes) where the student records main ideas on one side and details on the other. Typically the left-hand side of the chart is used for information from the text while the right-hand side is for student response and thinking. It might include student opinions, reflections, connections, concerns, questions, or reactions.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 10.01</b>	Understand career trends and opportunities in early childhood education.
<b>General Literacy Strategy</b>	

<b>Instructions to Student:</b>	Have students do a T-Chart to list ECE careers (teaching and child care) and related careers (careers where one works with children, but not as a teacher or caregiver.)
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Appendix 10.01C

### Careers In and Related to Early Childhood Education


<p><b>IN</b></p> <p>List careers in early childhood education:</p> <p>Director</p>		<p><b>RELATED TO</b></p> <p>List careers related to early childhood education:</p> <p>Amusement park guide</p>
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# 45. Think Aloud

<b>Description:</b>	<i>Think Aloud</i> is explicit modeling in which teachers share with students the Cognitive process and thinking they go through as they read.
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 1.02</b>	Understand the habits of successful people and strategies for personal growth.
<b>General Literacy Strategy</b>	


<p><b>Instructions to Student:</b></p> 	<p>Print on card stock, cut apart, and give each student a bookmark made from Appendix 1.02C, "Think Aloud Bookmark."</p> <p>Have each student read Sean Covey's <i>The 7 Habits of Highly Effective Teens</i>, pages 31-46, and select a minimum of 4 of the open-ended statements to respond to in writing on separate paper as they read. Share responses aloud to compare students' ideas.</p>
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<b>Think Aloud</b>	<b>Think Aloud</b>	<b>Think Aloud</b>
I predict that . . .	I predict that . . .	I predict that . . .
I learned an important life lesson when . . .	I learned an important life lesson when . . .	I learned an important life lesson when . . .
I imagine that . . .	I imagine that . . .	I imagine that . . .
Once when I decided to face my fears, I . . .	Once when I decided to face my fears, I . . .	Once when I decided to face my fears, I . . .
This reminds me of . . .	This reminds me of . . .	This reminds me of . . .
The thing I like most about myself is.	The thing I like most about myself is.	The thing I like most about myself is.
A question I would love to have answered is . . .	A question I would love to have answered is . . .	A question I would love to have answered is . . .
The thing I would most like to change about myself is . . .	The thing I would most like to change about myself is . . .	The thing I would most like to change about myself is . . .
The main idea in this reading is . . .	The main idea in this reading is . . .	The main idea in this reading is . . .
I think the most helpful strategy for my personal growth is . . .	I think the most helpful strategy for my personal growth is . . .	I think the most helpful strategy for my personal growth is . . .
I wonder . . .	I wonder . . .	I wonder . . .



## 46. Ticket In—Ticket Out (Admit Slips and Exit Slips)

<b>Description:</b>	<p><b><i>Ticket In or Admit Slips:</i></b> Students reflect on their experiences with their homework assignments from the previous night, or response to a prompt and give them to their teacher at the beginning of class. Teachers collect and respond to these at the beginning of class to clarify homework issue and to set up the lesson for the day.</p> <p><b><i>Ticket Out or Exit Slips:</i></b> Short prompts given to students for a focused writing that will give the teacher feedback about their learning. It can also be used the following day to review and synthesize learning before moving on.</p>
<b>CTE Course: 7111</b>	Early Childhood Education I
<b>Objective: 4.01</b>	Understand techniques for communicating expectations and setting limits.
<b>General Literacy Strategy</b>	General Literacy Strategy


<p><b>Instructions to Student:</b></p> 	<p>Begin and end the class period with a Ticket In and Ticket Out. Give students a blank Ticket In as they arrive. As you complete each step in the demonstration, ask questions as directed and pause to allow student to record their responses on their Tickets In.</p>
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# 47. 3-2-1 Response

<b>Description:</b>	Students use the <b>3-2-1- Response</b> to write down things they learn from reading a text or questions they have after reading the text. Example: <ul style="list-style-type: none"> <li>• 3 things I found out</li> <li>• 2 interesting things</li> <li>• 1 question I still have.</li> </ul>
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>General Literacy Strategy</b>	

	<b>3 Things I Found Out</b>
	<b>2 Interesting Things</b>
	<b>1 Question I Still Have</b>

# 48. Venn Diagrams

<b>Description:</b>	A <i>Venn Diagram</i> is a graphic organizer to help students organize information by comparison and contrast
<b>CTE Course: 7711</b>	Masonry I
<b>Objective: 3.01</b>	Understand safety in masonry construction.
<b>RBT Category:</b>	Understand
<b>RBT Subcategory:</b>	Compare

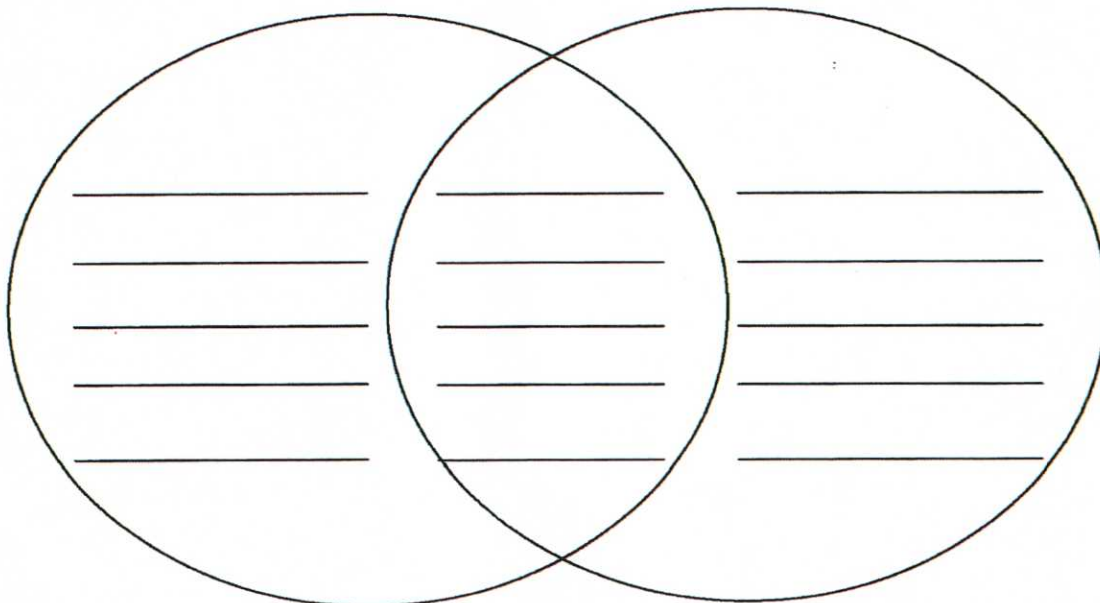
<p><b>Instructions to Student:</b></p> 	<p>List workers rights and responsibilities in the left column and employers' rights and responsibilities in the right column. Any that apply to both parties should be listed in the center column.</p>
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## Introduction to OSHA

**Instructions:** List workers rights and responsibilities in the left column and Employers rights and responsibilities in the right column. Any that apply to both parties should be listed in the center column.

Workers rights & responsibilities


Employers rights and responsibilities





# 49. Vocabulary Strategies (Recipes)

<b>Description:</b>	<b>Vocabulary Strategies</b> use context clues or word structure to determine meanings.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>General Literacy Strategy</b>	




### Vocabulary Casserole

Ingredients Needed

- 20 words no one has ever heard before in his life
- 1 dictionary with very confusing definitions in it
- 1 matching test to be distributed on Friday
- 1 teacher who just wants students quiet on Mondays copying words

Mix 20 words onto blackboard. Have students copy each word and then look them up in the dictionary. Make students copy down all the definitions. For a little spice, require that students write words in sentences. Leave alone all week. Top with a boring test on Friday.

Perishable. This casserole will be forgotten by Saturday afternoon.  
Serves: No one



### Vocabulary Treat

Ingredients Needed

- 5-10 great words that you really could use
- 1 thesaurus
- map colors and chart paper
- 1 game like Jeopardy or Bingo
- 1 teacher who thinks learning is supposed to be fun.

Mix 5 to 10 words into the classroom. Have students test each word for flavor. Toss with a thesaurus to find other words that mean the same. Write definitions on chart paper and let students draw pictures of words to remind students what they mean. Stir often all week by a teacher who thinks learning is supposed to be fun. Top with a cool game on Fridays like Jeopardy or Bingo to see who remembers the most!

Serves: Many

# 50. Word Map

<b>Description:</b>	A Word Map is a vocabulary strategy for visually mapping key elements associated with new vocabulary.
<b>CTE Course: All</b>	All
<b>Objective: All</b>	N/A
<b>General Literacy Strategy</b>	

## Word Map

synonyms

antonyms

Other forms of the word:

Vocabulary Word, Part of Speech, and definition(s)

Sentence or phrase from text:

My own sentence:

My association, sketch, example:



# Suggestions for Fitting Literacy Strategies into Your Lesson Plan

## **Cooperative Learning:**

- Class Presentation
- Gallery Walk
- Pair and Share
- Pairs Read
- Read, Pair, and Share
- Think, Ink, Pair and Share
- Think, Pair and Share
- Write, Pair and Share

## **Graphic Organizers:**

- Compare and Contrast Charts
- Concept Circles
- Concept Definition Map
- Concept Ladder
- Directed Reading/Thinking Activity
- Fish Bone
- Flow Chart
- Frayer Model
- Foldables
- KWL
- Venn Diagram

## **Independent Practice:**

- Activity Search
- Affinity
- Analogy Statements
- Bookmarks
- Cause and Effect
- Cloze Procedure
- Context Redefinition
- List-Group-Label
- Pro and Con Chart

## **Introducing New Material:**

- Anticipation Guides
- Ticket In (Admit Slip)

## **Note-Taking:**

- Cornell Note-Taking
- Double-Entry Diaries
- Three-Column Note-Taking
- Two-Column Note-Taking
- T-Chart

## **Reading:**

- BDA Framework for Reading
- I Wonder
- KWL
- Marking the Text
- Read Aloud
- Read and Represent
- Say Something
- Skimming and Scanning
- Think Aloud

## **Review and Closure:**

- Acrostic
- Alphaboxes
- Popcorn Review
- Ticket Out (Exit Slip)
- Three-Two-One Response

## **Rules and Procedures:**

- Bell Work

## **Vocabulary:**

- Crossword Puzzles
- Vocabulary Recipes
- Word Map

## **Writing:**

- Fast Write
- GIST
- Journal Writing
- Learning Logs
- Paraphrase
- RAFT

## Part 5: Sample 90 Minute Lesson Plan

*Are you teaching for accomplishment or just telling the students what to do?*

**Course or Subject Name:** 6626 Strategic Marketing

**Date:** August 25, 20XX

**Objective:** 2.02 Apply procedures used to complete the consumer and business buying decision process.

<p><b>Focus and Review:</b> <i>How will you get your students excited about today's lesson?</i></p>	<p><b>Min.</b>  5  8</p>	<p><b>Review from yesterday:</b></p> <ul style="list-style-type: none"> <li>• <b>Objective 2.01:</b> Understand consumer and business buying behavior.</li> <li>• <b>Bell Work Activity:</b> * <b>Ticket In:</b> Briefly summarize consumer buying behavior. Call on volunteers to share their responses.</li> </ul> <p><b>Focus for today:</b></p> <ul style="list-style-type: none"> <li>• <b>Essential Question:</b> How do consumers apply the buying decision process for a product?</li> <li>• <b>Concept Ladder:</b> Ask volunteers to recall a recent purchase. Use a Concept Ladder to respond to the following questions.             <ol style="list-style-type: none"> <li>1. How did they know they needed the product?</li> <li>2. How did they learn about the product?</li> <li>3. What were the alternatives to the product chosen?</li> <li>4. How did they make the purchase decision?</li> <li>5. How satisfied have they been with the product?</li> <li>6. Have they told others about their experience.</li> </ol> </li> </ul>
<p><b>Statement of Objectives:</b> <i>What do you want your students to know and be able to do?</i></p>	<p><b>2</b></p>	<p><b>Objective 2.02:</b> The student will be able to apply procedures used to complete the consumer and business buying decisions process.</p>
<p><b>Instructional Presentation:</b> <i>How will you model and teach the new skill or information?</i></p> <ul style="list-style-type: none"> <li>• <i>Adaptations for students with learning disabilities:</i></li> <li>• <i>Extensions for gifted students</i></li> <li>• <i>Possible connections to other subjects</i></li> </ul>	<p><b>15</b></p> <p><b>Before Reading</b></p>	<p><b>Talking Points:</b> Consumers generally follow a process or a set of steps to reach a buying decision. The steps in the consumer buying decision process include:</p> <ol style="list-style-type: none"> <li>1. Recognize needs</li> <li>2. Conduct an information search.</li> <li>3. Evaluate alternatives.</li> <li>4. Make a purchase decision.</li> <li>5. Analyze post purchase behavior.</li> </ol> <p><b>Demonstration:</b> Use the "Flow Chart for the Consumer Buying Decisions Process" to illustrate the process.</p> <p><b>Power Point:</b> Facilitate a discussion using Slides 8-23 of the Chapter 5 Power Point.</p> <p><b>Reading Assignment:</b> Have students read pages 146-152 in MARKETING textbook.</p>



	<b>During Reading</b>	<b>Cornell Note-taking:</b> Have students take notes from their reading using a 3-column note-taking strategy.
<b>Guided Practice:</b> <i>How will you and your students practice the new skill together, repeatedly?</i>	<b>15</b> <b>After Reading</b>	<b>Foldable:</b> Layered Look—Students will use their notes, etc. to prepare a “Layered Look” foldable to identify and describe the five steps of the consumer buying decision process.
<b>Independent Practice:</b> <i>What will you have your students practice independently while you monitor and provide for individual needs?</i>	<b>15</b>	<b>Graphic Organizer:</b> Have each students complete the Flow Chart for Consumer Buying Decision Process for one of the following purchases: <ul style="list-style-type: none"> <li>• Purchasing a laptop</li> <li>• Purchasing jeans</li> <li>• Choosing a college</li> <li>• Buying a care</li> <li>• Purchasing a cell phone</li> </ul>
<b>Summary and Closure:</b> <i>Return to the lesson objective. How will you check for understanding?</i>	<b>15</b>	<b>Alphaboxes:</b> Use the Alphabox template to review key points of the lesson.  <b>Exit Slips:</b> Have students identify “muddy points”, questions about the lesson, etc. and turn in as they are leaving the classroom. (These issues will be addressed at the beginning of class tomorrow.  <b>Homework:</b> Have students complete their Graphic Organizer for homework if they did not finish in class.
<b>Evaluation and Assessment:</b> How will you evaluate student performance? (A formative assessment could be given here.)	<b>15</b>	<b>Fish Bowl:</b> Have students draw review questions from the Fish Bowl on Objectives 2.01 and 2.02.  <b>Waging Points:</b> If time permits, using the Waging Points strategy to determine student performance in questions from the test item bank.
<b>Resources:</b>	<b>NA</b>	<b>Textbook:</b> Marketing, 9 <sup>th</sup> edition, Cengage Learning. <b>Instructional Materials:</b> Flow Chart for the Consumer Buying Decisions Process (Curriculum Guide) <b>Power Point:</b> for Chapter 5
<b>Supplies and Materials:</b>	<b>NA</b>	<b>Tickets In</b> <b>Handouts:</b> Concept Ladder, Flow Chart for the Consumer Buying Decision Process <b>Textbook:</b> MARKETING, p. 146-152 <b>Notebook Paper:</b> (for note-taking) <b>Paper:</b> for foldables <b>Alphaboxes Template</b> <b>Exit Slips:</b> (small slips of paper) <b>Fish Bowl and Review Questions</b> <b>Waging Points Template</b>

# Lesson Plan

Course Name: \_\_\_\_\_ Date: \_\_\_\_\_

Objective: \_\_\_\_\_

<p><b>Focus and Review:</b>  <i>How will you get your students excited about today's lesson?</i></p>	
<p><b>Statement of Objectives:</b>  <i>What do you want your students to know and be able to do at the end of today's lesson?</i></p>	
<p><b>Instructional Presentation:</b>  <i>How will you model and teach the new skill or information?</i></p> <ul style="list-style-type: none"> <li>• <i>Adaptations for students with learning disabilities:</i></li> <li>• <i>Extensions for gifted students</i></li> <li>• <i>Possible connections to other subjects</i></li> </ul>	
<p><b>Guided Practice:</b>  <i>How will you and your students practice the new skill together, repeatedly?</i></p>	
<p><b>Independent Practice:</b>  <i>What will you have your students practice independently while you monitor and provide for individual needs?</i></p>	
<p><b>Summary and Closure:</b>  <i>Return to the lesson objective.            How will you check for understanding?</i></p>	
<p><b>Evaluation and Assessment:</b>  <i>How will you evaluate student performance? (A formative assessment could be given here.)</i></p>	



# Notes

