

## Lesson 1

Long-Term Targets Addressed (Based on NYSP12 ELA-CCL3):

- I can effectively participate in a conversation with my peers and adults. (SL.3.1)
- I can ask questions to deepen my understanding of informational text. (RI.3.2)
- I can answer questions using specific details from informational text. (RI.3.1)

Supporting Learning Targets

- I can talk with my partner in order to record what I noticed and I wonder about pictures.
- I can ask and answer questions about a text.

Measuring Assessment

- Observation of partner discussion
- Contributions to conversation record
- Asking and Answering Questions about Mystery Texts sheet

Materials:

- Seven photographs/illustrations (one for reading, six for carousel stations) about frogs, but not actually of frogs to facilitate the work of this module. Note: These pictures are intended to create curiosity and serve as a "mystery" for the forthcoming study of frogs. That it is crucial to select images that give clues about frogs but that don't directly show a frog. (See, for example, page 5 of *Bullfrog at Magnolia Creek* by Deborah Derman.) If there is text on the page, be sure to cover it up.
- Seven pieces of chart paper (one for each photo/illustration)
- Seven What I Noticed/What I Wonder T-Charts (see teacher created; please see Opening 8)
- Markers (ideally a different color for each pair of students)
- Asking and Answering Questions about Mystery Texts sheet (one per student)
- "Frog" poem from *All the Good Poems*, by Valerie Worth (see teacher copy only in closing)
- Decorated names

Work Time

A. Carousel Protocol: "Frog" Mystery Pictures (9 minutes)

- Stationed: Each student will spend 9 minutes at their picture discussing and recording what they wonder and what they notice.

B. Pre-reading from Text: Frog Poem and Storyline from *Bullfrog at Magnolia Creek* (9 minutes)

- Quietly examine book in the circle.
- Tell students that they will continue to become great readers during this study, encountering a few different types of texts. They will be

# Expeditionary Learning Lesson Plans

**Raffaela Di Napoli**



## **Expeditionary Learning Lesson Plans:**

Always a Lesson Gretchen Bridgers, 2024-03-26 Step by step advice to help teachers master classroom management lesson design student engagement and beyond Always a Lesson Teacher Essentials for Classroom and Career Success is the book that can turn every good teacher into a great teacher The art and science of teaching can be difficult to navigate There are moving pieces that change how teachers should approach instruction like unique student needs year after year curriculum changes updated research on best practices and more It s essential that teachers of all levels continue to learn and develop their craft so that they can best manage these moving pieces Using personal stories and tangible next steps gained from her experience as a teacher and teacher leader author Gretchen Bridgers can level up your teaching filling the gap left between traditional teacher training programs and the real world With high teacher turnover rates in the wake of the great resignation that occurred post COVID teachers need support more than ever Always a Lesson offers a systematic process for strengthening the skillset of any teacher The sequence of what teachers work on is the key to move through obstacles and increase effectiveness No matter their level of expertise Bridgers takes the stance that all teachers are learners By applying the principles and strategies in this book novice to veteran teachers will see a positive impact on student learning and their proficiency as an elite educator K 12 teachers teacher mentors instructional coaches school administrators and anyone else with an interest in improving teacher retention will thank their lucky stars for this book

*English Language Arts, Grade 7 Module 3A* PCG Education, 2015-12-14 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development

from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation

**Expeditionary Learning Schools** Thomas Van Winkle,2008 *English Language Arts, Grade 6 Module 3* PCG Education,2015-11-24 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation

**Guide for Planning a Learning Expedition** Expeditionary Learning Outward Bound,Outward Bound, Inc,1998 Literacy All Day Long Emily Cousins,Amy Mednick,Meg Campbell,2000 Expeditionary Learning teachers describe how real world projects in expeditions infuse literacy with a sense of purpose and wonder and give students compelling reasons to read write and speak well all day long Includes Literacy Platform Expeditions are organized into sections by grade level Elementary School Middle School High School *Construction, Implementation, and Evaluation of an Undergraduate Biology Laboratory Teaching Model* Todd M. Tarrant,2005 **Expeditionary Learning Outward Bound** ,1999 Secondary and Middle School Methods

Allan C. Ornstein, Thomas J. Lasley, Gayle Mindes, 2005 *Secondary and Middle School Methods* prepares secondary school teachers and help experienced teachers improve their teaching and instruction by focusing on the methods and principles of teaching the how to approach Combining a broad approach of methodology from research to theory to practice this text helps the prospective teacher understand the essential methods and principles necessary for professional competence The authors also address current issues in today s society such as No Child Left Behind and teaching diverse learners and examine the effects of federal legislation on students and teachers In addition an assortment of activities tables and topics for discussion prepare the reader for future application to secondary school settings serving diverse populations of students *Are We There Yet?* Doug Kilmister, Martin Liebowitz, Denis Udall, 1999 A guide to continuous improvement in Expeditionary Learning schools Provides core practice benchmarks implementation guidance school self examination framework descriptions and guidelines for self and peer reviews review tools key terms *Standards for Our Schools* Marc S. Tucker, Judy B. Codding, 1998-01-23 This timely tough minded book shows how American public schools can be saved by instituting high standards for academic achievement *Standards for Our Schools* explains not just what the standards movement is about and why it is important but also what it will take to bring every student up to high standards no matter where that student starts The authors show how a single minded focus on achievement will change everything from the kinds of curriculum materials we use and the design of elementary and middle schools to the abandonment of the comprehensive high school and the institution of a diploma based on meeting standards rather than on attendance At the heart of this revolution are the performance standards themselves which provide clear expectations for student achievement by showing examples of standard setting student work Tucker and Codding focus on empowering both students and adults by giving students the gift of high expectations and by giving school professionals the information skills authority and resources needed to do the job They advocate building a standards based instructional system creating a results oriented culture devoted to continuous improvement and making the institution and the people in it accountable for reaching the goals set by the standards This book lays out a step by step plan that will get struggling students to high standards as well as improve the performance of high achievers An extremely practical book it gives everyone involved in the education of our students the tools they need to do the job *Standards for Our Schools* will be the bible of standards based education and the foundation on which educators parents and policymakers can build the educational system of the future **The 2004 Guide to the Evaluation of Educational Experiences in the Armed Services** American Council on Education, American Council on Education Staff, 2004 For more than a half century the Guide to the Evaluation of Education Experiences in the Armed Services has been the standard reference work for recognizing learning acquired in military life Since 1942 ACE and has worked cooperatively with the US Department of Defense the Armed Services and the US Coast Guard in helping hundreds of thousands of individuals earn academic credit for learning achieved while serving their country **Research on Teacher**

**Induction** Julie Rainer Dangel, 2006 Volume XIV of the Teacher Education Yearbook addresses research on teacher induction. It is designed to provide teachers and teacher educators with current research on and practical guidelines for introducing new teachers to educating. Each year research reports on a particular topic in this case teacher induction are submitted for publication in the Yearbook. All reports are blind reviewed and two to four are accepted per division. Within divisions the authors address a variety of issues illustrating the complex nature of the topic. A responder, a recognized scholar in the field, synthesizes, interprets, and applies results drawn from the selected research papers in each division. By providing interpretations and possible application of research as well as the research studies, this Yearbook offers recommendations, raises questions, and generates rich conversations about the issues of induction and mentoring.

**A Guide to New American Schools** Education Commission of the States, 1996

Multiple Intelligences and Portfolios Evangeline Harris Stefanakis, 2002 Howard Gardner's theory of multiple intelligences suggests that culture, language, and environment all influence how an individual's intelligence is expressed. In this guide, Evangeline Stefanakis provides concrete suggestions for translating Gardner's theory into curriculum and assessment practices in the context of urban classrooms. By combining the collection and analysis of student work in comprehensive portfolios, she offers a framework for teachers to improve the assessment of diverse individuals. Stefanakis is especially well suited to the task of combining theory, philosophy, and practice on this topic. She has helped teachers, teacher educators, and school leaders understand both MI theory and how to use portfolios to personalize their teaching to better serve all students, including those who are bilingual and have disabilities. She worked with the Harvard Project Zero on the Massachusetts Schools Network on a three-year effort to implement schoolwide portfolio assessment in thirteen urban and rural schools. The contents of this book, which include principal and teacher stories from the Cambridgeport School, grew directly from this experience. In eight concise chapters, Stefanakis takes teachers through proven strategies for creating personal student profiles and portfolios as windows into learners' minds. Her book provides a positive focus on children's assets, what they do know, rather than what they don't. A guide on applying the theory of multiple intelligences to personalize learning, short practical classroom-based content on implementing portfolios, Grades K-8 proven ways for teachers to expand their practices for reaching an even wider, more diverse and challenging range of learners by differentiating instruction, a companion dual platform CD-ROM featuring a range of student portfolios and reproducible assessment forms. Understanding what students bring to the learning environment and how to accommodate their needs has challenged educators for generations. Here is an important addition to the literature on multiple intelligences and on practices that recognize, honor, and embrace children's diversity.

**Reaching for Excellence** Tibbett L. Speer, 1998 This report serves as a resource on student achievement initiatives and offers a perspective or framework through which to view them. It is divided into five sections. Section 1 briefly explores the history of the current student achievement movement and the issues surrounding it. Section 2 highlights the findings of the National School Boards Association's NSBA Student

Achievement Survey The survey was sent to a stratified random sample of 2 000 urban suburban and rural districts in 1997 The superintendent and the school board president each received a copy of the survey A total of 955 superintendents 49 percent of those who received the survey responded Section 3 provides close ups of eight districts and their student achievement efforts Section 4 summarizes many of the student achievement profiles not included in the previous section These descriptions provide the names of school districts contact names phone numbers and e mail addresses Section 5 lists resources school boards can use to build a knowledge base on student achievement The report concludes with the NSBA s mission statement and a description of its vision Contains 16 figures RT *Reflections on Design Principles* Emily Cousins, Outward Bound, Inc, 1998 offers brief essays on the design principles giving examples of how they are integrated into teaching practices at Expeditionary Learning schools The 10 design principles are our best short statement of the philosophy of education and core values of Outward Bound and Expeditionary Learning They focus our attention on what is important and give us something to go back to when we need guidance These essays also draw from a wide spectrum of literature to relate the design principles to the world at large **Current Index to Journals in Education** ,1997-04

**The 2002 Guide to the Evaluation of Educational Experiences in the Armed Services** American Council on Education, 2002 Long considered to be the standard reference work in this area this three volume set describes more than 8 000 courses offered between January 1990 and the present by various service branches and the Department of Defense Long considered to be the standard reference work in this area this three volume set describes more than 8 000 courses offered between January 1990 and the present by various service branches and the Department of Defense Updated every two years *Education World* ,2004

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web jun 24 2022 a mid year review is an evaluation that a manager conducts one on one with employees twice a year during the review the manager outlines the team member s goals and determines whether they achieved those goals they also set new goals to help the employee learn new skills and advance their career

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