



IMPLEMENTATION OF THE FUNDAMENTAL FIVE

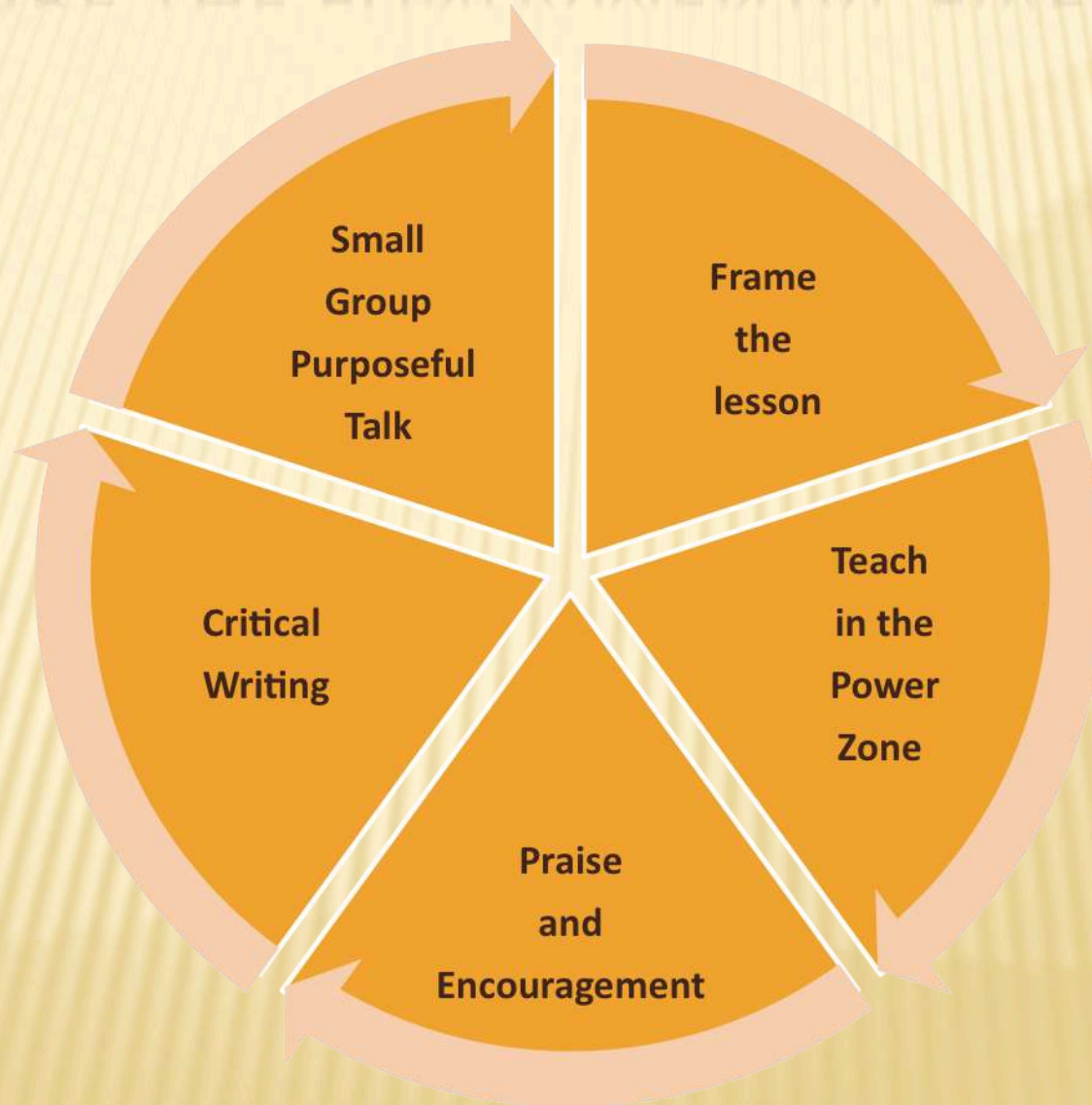
OBJECTIVE

To become familiar with the components of the Fundamental 5 and to discover the advantages of implementing strategies designed to reinforce learning.

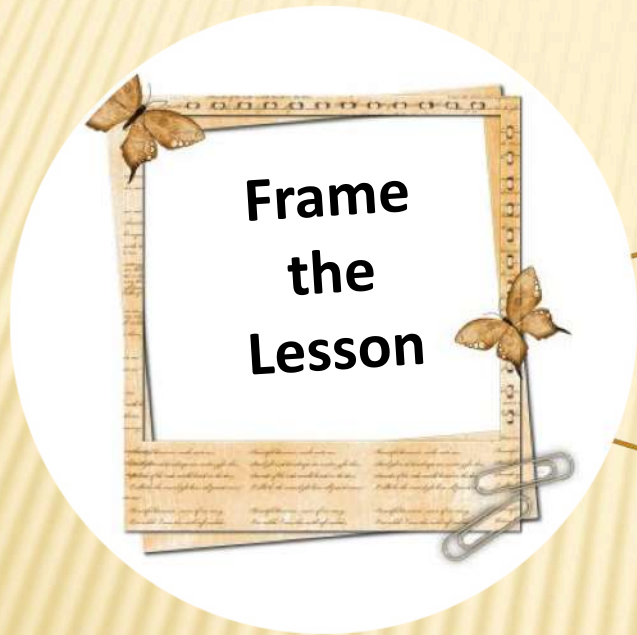
PRODUCT

Create a note taking guide where you will collect and synthesize strategies that can be used to enhance learning and incorporate Fundamental 5 components in the classroom.

WHAT ARE THE FUNDAMENTAL FIVE?



FRAME THE LESSON



Objective

Product

OBJECTIVE

- ✘ Robert Mager, in his book *Preparing Instructional Objectives*, describes an objective as "a collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve" (pg. 3).

TIPS FOR DAILY OBJECTIVE

Place in the classroom where students can see the written objective and product

Discuss the objective at the beginning of the lesson

Make sure it is reasonable to complete the objective in one daily lesson or class

The objective needs to be "kid friendly" language

The objective must be specific enough to clarify the goal

A PRODUCT IS:

Completed by every student



Done the last 5 minutes of class or the end of the lesson



A final check for understanding



Proof for the teacher that learning has occurred



Likely to increase the opportunity for a student to retain important learning



Looked at daily by the teacher to guide future instruction

A PRODUCT IS NOT

Test or quiz



Designed to be a grade daily



Usually done in a group



Usually verbal except as appropriate in the lower grades

EXAMPLES OF PRODUCTS

Language Arts

Classify

- I will classify the words of given sentences into categories of parts of speech.

Describe

- I will describe the procedures of a formal debate.

Interpret

- I will interpret passages of literature.

EXAMPLES OF PRODUCTS

Science

Classify:

- Given several examples of each, I will classify materials according to their physical properties as gas, liquid, or solid.

Estimate:

- I will estimate the amount of heat given off by one liter of air compressed to one-half its original volume.

Predict:

- From a description of the climate and soils of an area, I will predict the plant ecology of the area.

EXAMPLES OF PRODUCTS

Mathematics

Distinguish

- Given pairs of numbers, one number of each pair a prime number, I will identify the prime number in each pair.

Locate:

- I will locate a particular desk in his classroom by stating the row it is in and the ordinal position from the front of the room. "John's desk is the fourth one from the front, in the second row, from the east wall."

PRODUCTS

[http://www.adprima.com/
examples.htm](http://www.adprima.com/examples.htm)

**Website that gives
examples of student
products based on
Bloom's Taxonomy**

TIPS FOR THE DAILY PRODUCT

The product can easily be completed individually by every student in 5 minutes or less at the end of the lesson

The teacher needs to be able to look quickly at the product to assess learning

The product produces evidence of learning

The product requires students to use higher order thinking skills at the application stage or higher

BLOOM'S TAXONOMY WHEEL



BLOOM'S TAXONOMY WHEEL



http://cstep.csumb.edu/Obj_tutorial/bloomwheel.html

PRODUCT ACTIVITY

Create an acrostic using the letters of PRODUCT to communicate what you know about the subject. Fill out as many as you can by yourself and then share with a partner by doing a Chair Touch.

× P=

× R= **review important concepts**

× O=

× D=

× U=

× C=

× T=

CHAIR TOUCH



- ✘ Teacher asks a question or poses a problem for discussion.
- ✘ Teacher calls out a number of chairs to touch.
- ✘ Group wanders around room silently touching chairs as they count.
- ✘ As soon as the last chair is touched, the participants stop where they are and form a pair with nearest person.



POWER ZONE



POWER ZONE

It's more important to use
the classroom space for
learning rather than
teaching!



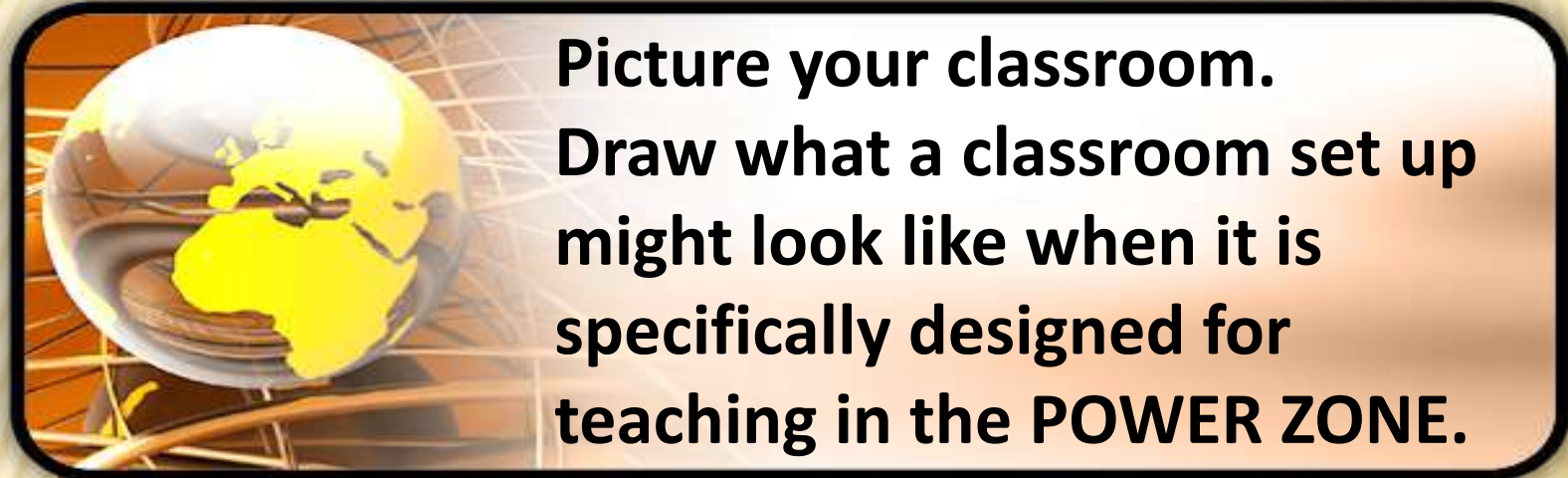
WHAT IS THE POWER ZONE?

- ✘ ***“There is a distinct correlation between the teacher's body position in the classroom and student success.”*** Pozzer-Ardenghi, L., & Roth, W.-M. (manuscript submitted for publication). *Action and Interaction in the Classroom: Teacher's Movement and Associated Pedagogical and Discursive Practices.*

WHY TEACH IN THE POWER ZONE?



TEACH IN THE POWER ZONE



POWER ZONE ACTIVITY



NUMBERED HEADS TOGETHER

- ❑ Have students form teams of 4.
- ❑ Have students within each team count off from 1-4.
- ❑ The teacher asks a question.
- ❑ Students put their heads together and collaboratively generate an answer.
- ❑ Members of the team make sure each member can answer the question.
- ❑ The teacher calls a number at random. All students assigned that number stand or raise their hands; one of these students is selected to answer the question.
- ❑ Students stay standing until their answer is presented by another group.

PRAISE AND ENCOURAGEMENT



WHAT IS PRAISE AND ENCOURAGEMENT

“Compliments and encouragement go a long way towards making children feel good. Descriptive praise, where you tell the child exactly what it is that you like, works best of all. On top of that, praising children when they’re behaving well is likely to make them want to keep behaving well.”

Raising Children Network (Australia) Limited

PRAISE AND ENCOURAGEMENT

- ✘ Select and define a behavior to increase.
- ✘ Choose reinforcers.
- ✘ Deliver positive reinforcement.
- ✘ Monitor student performance
- ✘ Quick assessment of student learning

SENSORY REINFORCERS



Select a perfume

Listen to music on a Walkman



Choose a poster



View a kaleidoscope



Play a CD in a boom box



Sit in a rocking chair



Blowing Bubbles



NATURAL REINFORCERS



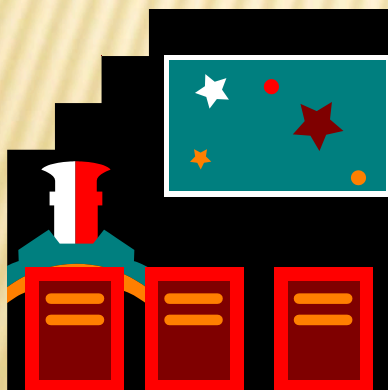
Playing a
game

Erasing the
blackboard

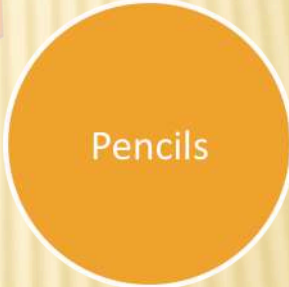


Watching a
movie

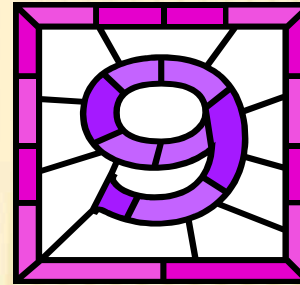
Being a
team
captain



MATERIAL REINFORCERS



GENERALIZED REINFORCERS



Raffle
tickets



Tokens



Points



Credits



SOCIAL REINFORCERS



A smile



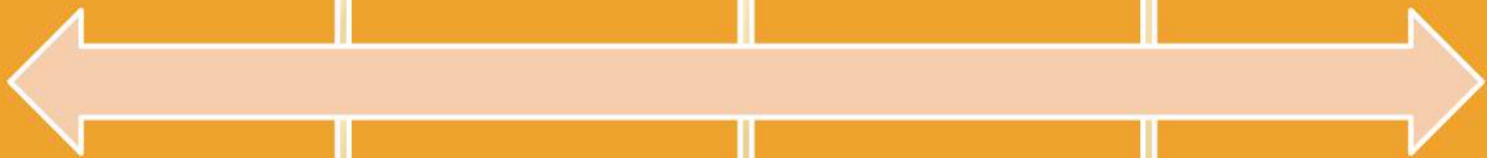
A thumbs
up



A high
five



Proximity



EFFECTIVE PRAISE

- ✘ Immediately
- ✘ Frequently
- ✘ Enthusiastically
- ✘ Eye contact
- ✘ Describe behavior



CLOCK BUDDIES ACTIVITY



Make an appointment with a different person for 12 o'clock, 3 o'clock, 6 o'clock and 9 o'clock. Be sure you both record the appointments on your clocks. Only make the appointment if there is an open slot at that hour on both of your clocks.

OBJECTIVE

To become familiar with the components of the Fundamental 5 and to discover the advantages of implementing strategies designed to reinforce learning.

PRODUCT

Create a note taking guide where you will collect and synthesize strategies that can be used to enhance learning and incorporate Fundamental 5 components in the classroom.

CLOCK BUDDY ACTIVITY

- ✘ What did you implement in your classroom based on your new learning regarding Objective and Product, the Powerzone and Praise and Encouragement?
- ✘ Share with your 12 o'clock buddy



REVIEW

✘ Note taking guide



SORTING ACTIVITY



Effective Praise

1. Is delivered contingently upon student performance of desirable behaviors or genuine accomplishment
2. Specifies the praiseworthy aspects of the student's accomplishments
3. Is expressed sincerely, showing spontaneity, variety and other non-verbal signs of credibility.
4. Is given for genuine effort, progress, or accomplishment which are judged according to standards appropriate to individuals.
5. Provides information to students about their competence or the value of their accomplishments.
6. Helps students to better appreciate their thinking, problem-solving and performance.
7. Attributes student success to effort and ability, implying that similar successes can be expected in the future.
8. Encourages students to appreciate their accomplishments for the effort they expend and their personal gratification.

Ineffective Praise

1. Is delivered randomly and indiscriminately without specific attention to genuine accomplishment
2. Is general or global, not specifying the success.
3. Is expressed blandly without feeling or animation, and relying on stock, perfunctory phrases.
4. Is given based on comparisons with others and without regard to the effort expended or significance of the accomplishment of an individual.
5. Provides no meaningful information to the students about their accomplishments.
6. Orients students toward comparing themselves with others.
7. Attributes student success to ability alone or to external factors such as luck or easy task.
8. Encourages students to succeed for external reasons -- to please the teacher, win a competition or reward, etc.

SMALL GROUP PURPOSEFUL TALK

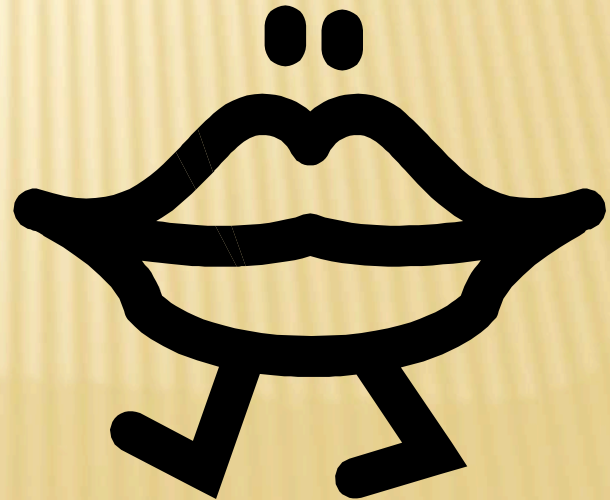
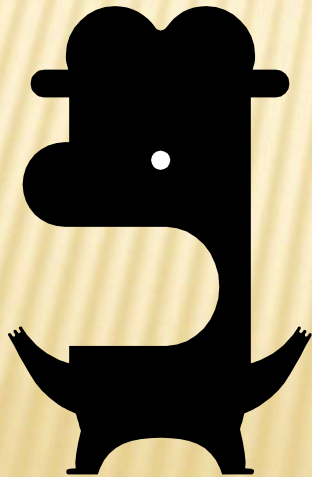


SMALL GROUP PURPOSEFUL TALK

- ✘ **“In the area of intellectual development, young adolescents prefer active over passive learning activities. They prefer interaction with peers during learning activities.”** *This We Believe: Developmentally Responsive Middle Schools,* NMSA

WHAT IS SMALL PURPOSEFUL TALK

- ✘ Frequent
- ✘ Small Group
- ✘ Content Discussion based on objective (SE's)
- ✘ Planned Discussion



SMALL GROUP PURPOSEFUL TALK

✘ Suggestions

+ Partner talk

- ✘ Turn and talk
- ✘ Shoulder partner
- ✘ Face partner
- ✘ Think pair and share



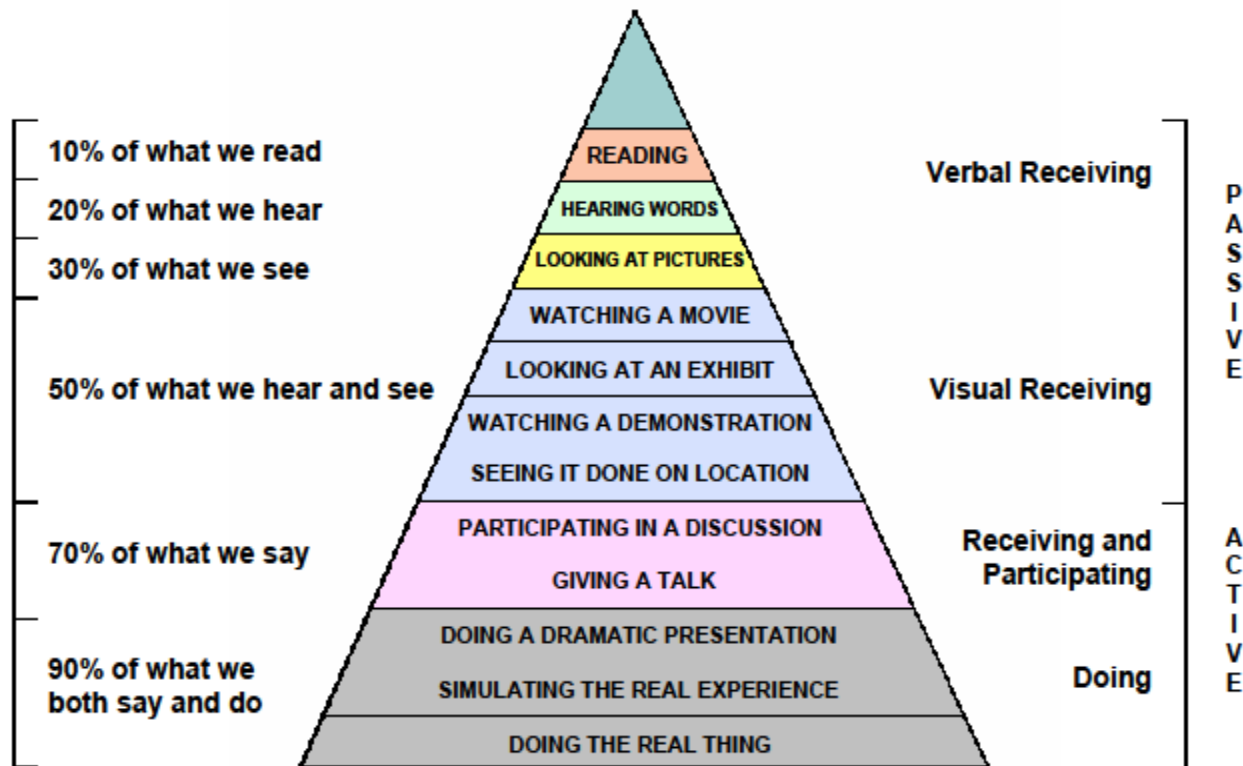
SHOULDER PARTNER TALK

- ✘ Talk to your shoulder partner about when, in the planning process, teachers should create small group purposeful talk questions and or topics?
- ✘ On what should these questions and or topics be based?

CONE OF LEARNING

WE TEND TO REMEMBER OUR LEVEL OF INVOLVEMENT

(developed and revised by Bruce Hyland from material by Edgar Dale)



Edgar Dale, *Audio-Visual Methods in Teaching* (3rd Edition). Holt, Rinehart, and Winston (1969).

THE BASIC STEPS OF THINK-PAIR-SHARE ARE

- ✘ **Question:** Ask an open-ended question and tell students that they will think-pair-share the answer.
- ✘ **Think:** Give students 1-2 minutes to think quietly about their response to the question. Walk around the room to reinforce this quiet, on-task response.
- ✘ **Pair:** Ask students to share thoughts with their partners and ask questions if they don't understand what their partner is saying. Circulate around the room, listening to student conversations.
- ✘ **Share:** Ask for student volunteers to share as you begin this process. Later, you should call on non-volunteers to increase student accountability in this cooperative learning strategy. Reinforce the expectation of active listening by requiring students to acknowledge the thoughts of classmates by saying:
 - + *I agree with [name's] answer...*,
 - + *I don't agree with [name's] answer...*,
 - + *I started the problem like [name] but then I...*

CLOCK BUDDY ACTIVITY

✘ Think Pair and Share

- + After looking at the Cone of Learning, would you do anything different in your classroom?
- + What would you do differently? Why?
- + Share with your 6 o'clock appointment



BENEFITS OF SMALL GROUP PURPOSEFUL TALK

- ✘ Some students are reluctant to write at first and benefit from practice sharing thoughts with a partner and hearing that partner put thoughts into words.
- ✘ Reluctant students get to "practice" in a small setting with a partner before speaking to the whole class.
- ✘ These students can also choose to share their thoughts, their partner's thoughts, or a combination of the two.

SMALL GROUP PURPOSEFUL TALK ACTIVITIES

- ✘ Think - Pair – Share
- ✘ Reciprocal Teaching
- ✘ Chair Touch
- ✘ Freeze Tag
- ✘ Clock Buddies

CRITICAL WRITING



WHAT IS CRITICAL WRITING?

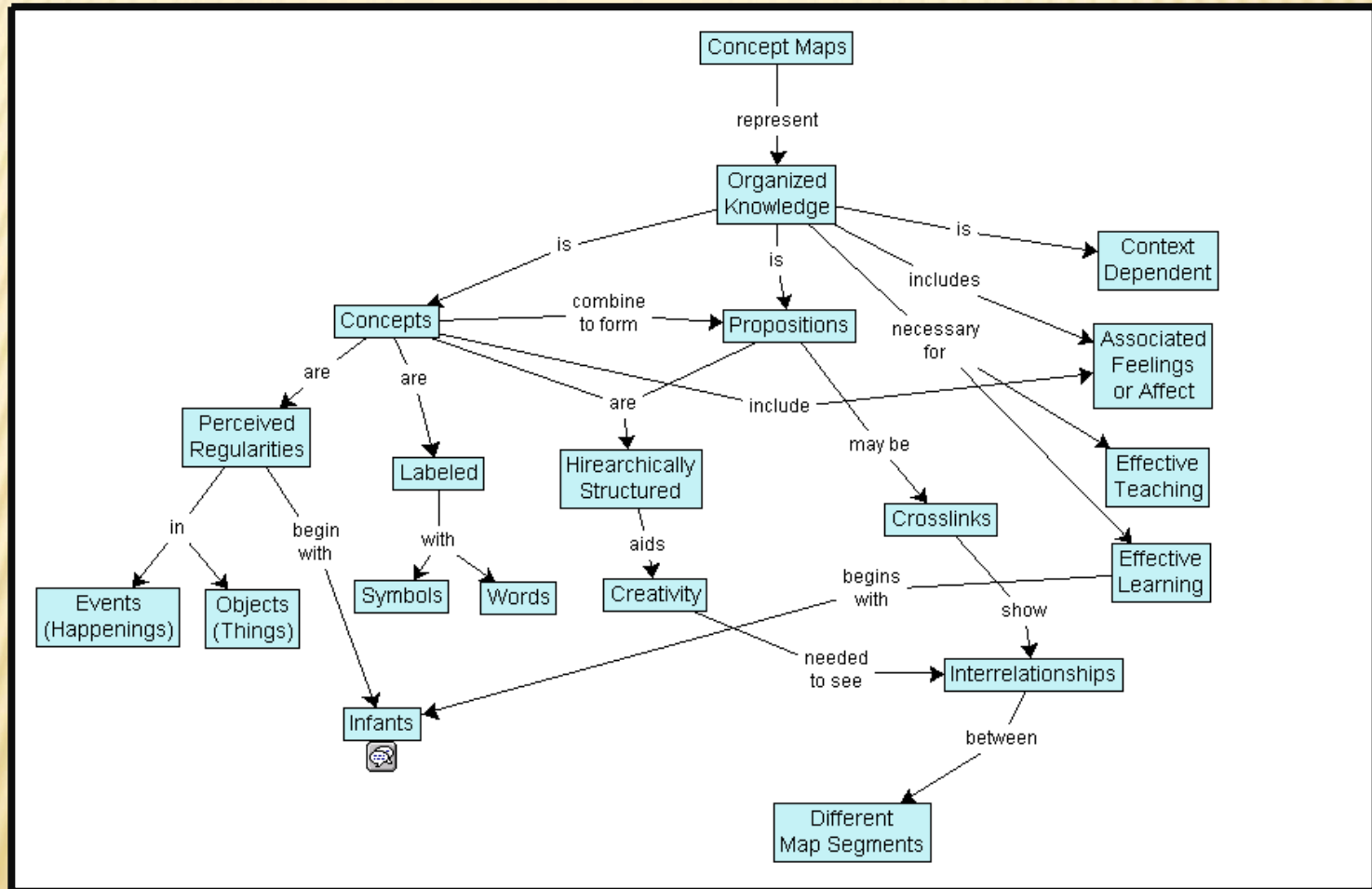
- ✘ Purposeful and intentional writing
 - + Plan the writing prompts or stems during the planning process
- ✘ Content writing based on objectives (SE's)
- ✘ Should occur in content area
- ✘ The writing solidifies the learning for students

PRIOR KNOWLEDGE SURVEY

- ✘ A questionnaire that determines prior knowledge about a subject or concept.
- ✘ This helps teacher find a starting point.



CONCEPT MAPS

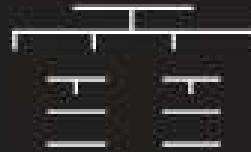


THINKING MAPS

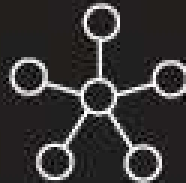
Circle Map



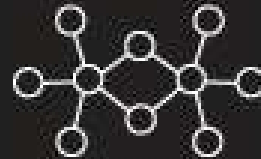
Tree Map



Bubble Map



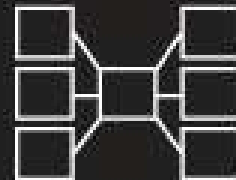
Double Bubble Map



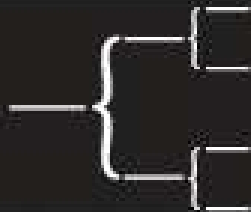
Flow Map



Multi-Flow Map



Brace Map



Bridge Map



MINUTE PAPER



- ✘ Students write short written responses to one or two questions provided by the teacher regarding the learning.

MINUTE PAPER ACTIVITY

- ✘ How do you determine what your critical writing prompts you are going to use?
- ✘ When should you do this?

You have 1 minute to answer the questions.

CLOCK BUDDY ACTIVITY

- ✘ Share your 1 minute paper with your 3 o'clock buddy.



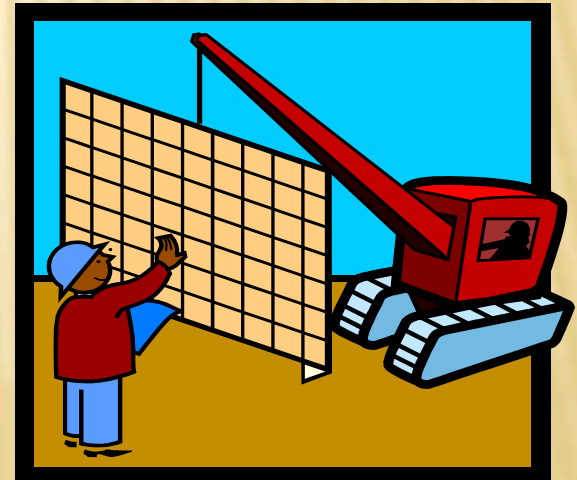
MUDDIEST POINT

- ✘ Students write down the most confusing or least clear part of what they just heard or saw.
- ✘ Teacher collects responses which provides immediate feedback on student understanding of presented material



PRO AND CON GRID

- Students search for at least two sides to the issue in question
- Works well in:
 - Social Studies
 - Language Arts



REFLECTIVE JOURNALS



- Have you wondered about _____...!
- Let me tell you about _____...
- Have you ever wondered why...?
- I like to _____ for many reasons.
- I know how to _____. First...
- I think _____ was _____ for many reasons.
- I just learned facts about...
- Let me tell you about...
- It's fun to _____. First you...
- Many changes happen to _____ ...

ACTIVITY: “DON’T BREAK THE BANK”

An administrator has asked you to explain the educational benefits of critical writing. Compose a response to their inquiry.

- ×Each word you write will cost .10¢
- ×You must spend between \$2.70 and \$3.00.



CLOCK BUDDY ACTIVITY

- ✘ Share your Break the Bank writing with your 6 o'clock buddy.



REVIEW OBJECTIVE

To become familiar with the components of the Fundamental 5 and to discover the advantages of implementing strategies designed to reinforce learning.

REVIEW PRODUCT

Create a note taking guide where you will collect and synthesize strategies that can be used to enhance learning and incorporate Fundamental 5 components in the classroom.

CRITICAL WRITING ACTIVITY

- ✘ List the strategies that you will implement in your classroom.
- ✘ Which strategy do you think will be the hardest to implement? Why?
- ✘ Which strategy do you think will be the easiest to implement? Why?

CLOCK BUDDY ACTIVITY

- ✘ Share your Critical Writing Activity with your 9 o'clock buddy.





I never teach my pupils;
I only attempt to provide
the conditions in which
they can learn.

Albert Einstein