

Collaborative Lesson Plan Template

Name of Collaborative Project: Fractured Fairy Tales		Grade Level: 2	Curricular Connections: language arts, social studies
		Technology Teacher:	Classroom Teacher:
Name:	Matthew C. Werner	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 What do we want students to know and be able to do? Should be same or related and content driven.	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: How will students benefit from this collaboration?	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	

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**Estrada Chichón, José Luis, Zayas
Martínez, Francisco**

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The Five Practices in Practice [Middle School] Margaret (Peg) Smith, Miriam Gamoran Sherin, 2019-02-12 Take a deep dive into the five practices for facilitating productive mathematical discussions. Take a deeper dive into understanding the five practices: anticipating, monitoring, selecting, sequencing, and connecting, for facilitating productive mathematical conversations in your middle school classrooms and learn to apply them with confidence. This follow-up to the modern classic *Five Practices for Orchestrating Productive Mathematics Discussions* shows the five practices in action in middle school classrooms and empowers teachers to be prepared for and overcome the challenges common to orchestrating math discussions. The chapters unpack the five practices and guide teachers to a deeper understanding of how to use each practice effectively in an inquiry-oriented classroom. This book will help you launch meaningful mathematical discussion through Key questions to set learning goals, identify high-level tasks, anticipate student responses, and develop targeted assessing and advancing questions that jumpstart productive discussion before class begins. Video excerpts from real middle school classrooms that vividly illustrate the five practices in action and include built-in opportunities for you to consider effective ways to monitor students' ideas and successful approaches for selecting, sequencing, and connecting students' ideas during instruction. Pause and Consider prompts that help you reflect on an issue and, in some cases, draw on your own classroom experience prior to reading more about it. Linking To Your Own Instruction sections help you implement the five practices with confidence in your own instruction. The book and companion website provide an array of resources including planning templates, sample lesson plans, and completed monitoring tools and mathematical tasks. Enhance your fluency in the five practices to bring powerful discussions of mathematical concepts to life in your classroom. This book takes *5 Practices for Orchestrating Productive Mathematics Discussions* to the next level as readers experience what these practices look like in real mathematics classrooms in middle school. The authors specifically address the challenges one might face in implementing the classrooms by providing recommendations and concrete examples to avoid these challenges. This book is a must-read for teachers who want to amplify their classroom implementation of the five practices.

Cathy Martin Executive Director of Curriculum Instruction, Denver Public Schools **Creating Effective IEPs** Nancy Burton, 2017-06-23 Creating Effective IEPs: A Guide to Developing, Writing, and Implementing Plans for Teachers is a brief primer on Individualized Education Plans that has been developed as a custom supplement for textbooks in *Introduction to Education*, *Introduction to Inclusion*, and *SPED Teaching Strategies*. The Individualized Education Plan is one of the most important parts of an exceptional child's education; it is the document shared among teachers, administrators, paraprofessionals, and parents that outlines the accommodations and strategies for educating a child with special needs. An effective IEP must be well thought out, clearly defined, and embraced by all parties involved in a child's education, including administrators and parents. This primer provides practical instruction for writing IEPs, leading IEP meetings, and implementing the goals in a classroom.

setting Practical exercises and real world appendices help make the material accessible for students preparing to enter the workforce CLIL in Context Practical Guidance for Educators Fred Genesee,Else Hamayan,2016-09-08 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education 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 **The Literacy Coach's Game Plan** Maya Sadder,Gabrielle Nidus,2009 The Literacy Coach s Game Plan is a resource that any coach could use to build relationships and effectively engage classroom teachers in professional learning communities Ebony S Andrews Founder and CEO R E A D America LLC

Making the Writing and Research Connection with the I-search Process Julie I. Tallman,Marilyn Z. Joyce,2006 Explains how middle school and high school students can use the I Search process to create effective well thought out research papers

Differentiating Instruction Jacqueline S. Thousand,Richard A. Villa,Ann I. Nevin,2007-03-21 In Differentiating Instruction Jacqueline S Thousand Richard A Villa and Ann I Nevin demonstrate how to use co planning co teaching and collaboration to differentiate instruction more effectively This new resource which follows the authors bestseller A Guide to Co Teaching showcases examples of good practice using differentiated instruction through retrofit and universal design **Teaching Secondary Mathematics** Alfred S. Posamentier,Beverly S. Smith,Jay Stepelman,2006 For courses in Secondary Mathematics Methods Teaching Secondary Mathematics Techniques and Enrichment Units 7th edition has been thoroughly revised to discuss current methods of teaching mathematics considering all aspects and responsibilities of the job beginning with a brief overview of the history of mathematics education and how it has evolved over time to include standards for teaching and assessment The authors address how to craft rich and effective daily lesson plans and how to use a variety of instructional tools and strategies to reach all students in a classroom Problem solving is a key focus from its instructional underpinnings to its recreational and motivational aspects The second part of the text provides mathematics teachers with a

collection of enrichment units appropriate for the entire secondary school curriculum spectrum **Information & Technology Literacy** Calvin J. Potter, Neah J. Lohr, Jim Klein, 2002 This publication provides schools and school districts in Wisconsin with guidelines for collaborative planning and ideas for a unified rather than competing approach to the delivery of information and technology programming. The chapters cover the following topics 1 vision and purpose 2 the collaborative team model including district level leadership school level planning and grade subject level collaboration 3 improving student learning including steps to an effective learning system assessment and evaluation and curriculum and instruction 4 information and technology staffing including roles and responsibilities and staffing patterns and guidelines 5 facilities and facilities planning including library media center guidelines 6 resources and tools for learning including access selection Internet policies and maintaining a collection and 7 staff development and professional growth including the role of the district information and technology team the role of the school library media and technology team and the role of teaching and learning teams. Several worksheets checklists and other planning documents are appended. A glossary is included.

Contains 50 references MES **Using the Internet for Active Teaching and Learning** Steven C. Mills, 2006 For courses in Computers in Education Are you ready to make use of the power of the Internet to support your teaching Using the Internet for Active Teaching and Learning combines both theory and practice to introduce you to the Internet's potential as a teaching tool in your classroom. With student learning as its goal the book is organized by its functions in the classroom from communication to locating and evaluating information publishing information problem solving cooperative problem solving inquiry and discovery and online collaborations **Teacher Learning** Nancy Laine Marano, 2000

Fidelity to Policies Or to Students Carrie A. Cifka-Herrera, 2011 **School Library Journal**, 2008 **Collaborating to Meet Standards** Toni Buzzo, 2007 These standards based easy to follow collaborative lessons will not only build a strong bridge between the school library and the classroom but will help educators help students improve their skills and scores. Written for elementary school library media specialists and their K-2 teaching partners this book coaches readers on methods to meet student literacy standards. In this balanced literacy age collaboration is a perfect means to address national state and local literacy standards **Technology Literacy Challenge Fund (TLCF) Project Summaries**, 2000 **Teaching in the Middle and Secondary Schools** Richard Dean Kellough, Jioanna Carjuzaa, 2009 This practical performance based methods text for middle and second school pre service teachers is organized around four developmental components. Why gives the rationale to support the components that follow. What what you will be teaching. How how you will teach it. How well how well you are teaching it. Organized into four parts that are then split up into ten modules the text begins with a history of education going back to colonial times. The modules then cover the many and varied aspects of teaching pre and early adolescents such as teaching students with exceptionalities classroom management diversity instructional planning using technology in the classroom assessing student achievement and self assessment and continued professional development. The authors contend

that the best teacher is one who has an eclectic style and can monitor their own progress and make changes and adapt their strategies if they are not succeeding The ninth edition has been carefully updated to reflect the diversity and current topics in the field today The book is a valuable resource for students today and as a reference for many years to come New To This Edition NEW Improved balance of content between middle and secondary schools this emphasizes that middle school is uniquely different from both high school and the traditional junior high school and that pre and early adolescence is different from late adolescence NEW Technology has been integrated throughout every module of the book New features including Teaching Scenarios Activities and Technology Rich features were added to all modules NEW Contributions from pre service and in service middle and secondary school teachers teacher educators and educational researchers have been added to strengthen the tie between theory and practice *The Penn State Teacher II*, 1997 **Thinking Precalculus** Craig Richard Williams, 1997 *Build Your Own Information Literate School* Carol Koechlin, Sandi Zwaan, 2003 Provides strategies for teaching information literacy and assesses how well students can practice what they learn

Co-Teaching and Technology Marilyn Friend, Brian S. Friedlander, 2016-07-01 With the expansion of co teaching as a means to improve student outcomes technology can be an invaluable resource Co teachers need to plan collaboratively jointly implement lesson plans and cooperatively assess student progress This reference guide provides practical strategies on how technology can facilitate co planning expedite sharing of student data and streamline many other tasks that ultimately assist in accomplishing co teaching s goal improved student outcomes Whatever your preferred computer platform co teachers can apply these strategies and applications to accommodate all learners needs Written by the nation s foremost authority on co teaching Marilyn Friend and Brian Friedlander an expert in the use of instructional and assistive technologies this handy tool features an overview of co teaching fundamentals along with recommendations of over two dozen free and low cost applications and programs for Expediting co planning Improving communication Streamlining data collection Augmenting assessment Simplifying data analysis Creating guided notes Facilitating differentiated instruction Increasing student engagement Enhancing note taking skills Implementing electronic scaffolding

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