

9:30 Question posters

-What are some strategies you could use to engage learners in concept invention, besides just telling them information?

-A family of English language learners walks up to your activity station. What are some strategies you could use to engage them in your activity?

-A couple of learners are at your activity station, but you're having trouble engaging them in the activity. What are some things you might try to get them involved?

-15 minutes to write on the posters

-7 minutes to visit the posters and read all responses

-7 minutes for whole group discussion on what they found interesting, relevant, hadn't considered...

10:00 Review learning handouts

-Jigsaw in pairs: each pair takes one handout and reads through for big ideas relevant to how they might modify their own activities—what stands out based on the experiences you've had on the floor? (10 minutes)

a) Key characteristics of exemplar lessons; Observations checklist (everyone has these)

b) Learning cycle

c) How learning happens

d) Strategies for ELLs and Inclusive instructional techniques for disabilities

e) Questions/Discussion Map

-Pairs share from their handouts (2 minutes each)

-Everyone talks to their partner about what resonated with them/what they want to incorporate

-Everyone shares out what they discussed with their partner (1 minute each)

10:30 BREAK

10:40 All students take quiz

11:00 Pairs begin writing up their activities to make sure they are reflective of what they have learned in class about how people learn; hand out template

12:10 Homework and prep for next week