Interactive Learning...

- Activities
- Review Scenarios
- Identify Mismatches
- Brainstorm Solutions

Scenario Activities

UDL Planning

- Facts about the student
  - How do they learn?
  - What culturally responsive lessons will they require?
- Content
  - What will they learn?
- Products
  - How will they demonstrate learning?
    - Differentiating Instruction
- Process
  - How students engage in learning?

The Heart of the Matter

Scenario: Illiana

- Illiana is new to the class.
- Has attended 4 elementary schools in the last year.
- From Venezuela - gained legal entry to the U.S. only 2 months ago.
- Seldom participates in activities.
- Does not complete homework.
- Withdrawn

Interactive Learning

- Strengths/Interests:
  - Background Knowledge & Experiences:
    - Recently arrived from Venezuela
  - Interests & Skills:
    - Draws pictures, story telling
- Learning Styles:
  - Visual, tactile-kinesthetic
- Multiple Intelligences:
  - Visual/spatial, intrapersonal
- Content Demands:
  - Science and social studies texts 2nd grade readability
  - Teacher lecture, the students take turns reading orally, up and down the rows, from the textbook
- Process Demands:
  - Teacher Lecture
  - Oral reading
  - Independent answers with written answers, questions from the textbook; small group activities
- Product Demands:
  - Published tests
  - Teacher-designed quizzes
  - Short written answers to questions from text. Start in class; complete unfinished as homework
  - Each student selects a topic for an independent report from either science or social studies.

Brainstorming Solutions

Activities
- Stop oral reading up and down rows
- Rehearse with Illiana the content that she will be assigned to read
- Arrange for her to read with a partner
- Do choral or echo reading
- Create a word wall
  - What other activities can you think of?

Example Activities
- Rubric
- Learning Menu
- RAFT: Role Audience Format Topic

Example of a Rubric

Explanation: Rubrics such as the simple one that follows can be very helpful to students and teachers in assessing learners’ current proficiency levels, setting individual goals for upcoming work, and making clear expectations for assignments.

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>SCIENCE TOOLS</th>
<th>SCIENCE CONCEPTS</th>
<th>REASONING STRATEGIES</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started (Novice)</td>
<td>I did not use tools yet.</td>
<td>I didn't get it.</td>
<td>I turned up my skills.</td>
<td>I did not record or share.</td>
</tr>
<tr>
<td>Almost (Apprentice)</td>
<td>I tried to use tools. Data collection started.</td>
<td>I got some of it.</td>
<td>I’m taking notes.</td>
<td>I started to record and share my ideas.</td>
</tr>
<tr>
<td>Got It! (Practitioner)</td>
<td>Most of my data was complete.</td>
<td>I got it.</td>
<td>I organized my skills.</td>
<td>I did not record and share my ideas.</td>
</tr>
<tr>
<td>WOW! (Expert)</td>
<td>Excellent use of all tools. Data collection complete. I can demonstrate.</td>
<td>No ideas. I can teach it to a friend.</td>
<td>I made more connections.</td>
<td>I did record details and related questions.</td>
</tr>
</tbody>
</table>

Source: Copyright Exemplars Primary Science, 2001
Scenario: James

- Disrupts the entire class. Seldom focuses in class or completes assignments.
- Identified as having an emotional disturbance.
- Lives with his grandmother, mother is incarcerated.
- Academic performance is well below grade level.
- Confrontational with teacher directions or reprimands.
- Difficulty following classroom rules.
- Enthusiastic about playing the saxophone in the marching and concert bands.
- Demonstrates problem-solving and memory skills that are not evident in his core courses.

Interactive Learning

- Strengths/Interests:
  - Background Knowledge & Experiences
    - Previously assigned self-contained classroom, may have limited gains due to behaviors.
  - Interests & Skills:
    - Playing in the band; writing musical lyrics; likes music (jazz)
  - Learning Styles/Multiple Intelligences:
    - Multisensory, Musical/rhythmic; Verbal/linguistic; Intrapersonal
  - Content Demands:
    - Teacher lecture; reading from the book

- Process Demands:
  - Lecture
  - Student note taking of lecture
  - Extensive use of worksheets
  - Students assigned 7 to 10 step tasks w/o written reminders or questioning for understanding
  - Students assigned select passages to read to the class
  - No hands-on activities
  - No projects
  - No group work

- Product Demands:
  - Rapid fire questions with no think
  - Frequent use of tests and quizzes
  - Essay tests
  - Competitive goal structure

Brainstorming Solutions

Activities
- When you sense his frustration, send him on an errand, legitimize his leaving
- Teach him to use self-talk to deescalate
- Structure more cooperative group assignments
- Gradually decrease the number of times he is allowed to leave class and go to a predetermined place
- Create an in-class time out space for him

Activities Example
- Writing Bingo
- Concept Map
- Evaluation Checklist
- Find a Classmate Who (Vocabulary)
**Interactive Learning**

- **Strengths/Interests:**
  - Stamp Collecting
  - Story Telling
- **Learning Styles:**
  - Auditory
- **Multiple Intelligences:**
  - Visual/spatial, interpersonal
- **Content Demands:**
  - Content made available by teacher lecture and teacher and student demonstration on board or overhead transparency; state adopted grade-level math textbook

**Process Demands:**
- Teacher models solving new materials
- Student volunteers selected to put answers on the board; Two or three high-achieving students usually selected to model solving of problems similar to those solved by the teacher on the board; with immediate public correction; students begin independent practice in class; uncompleted portions assigned for homework.

**Product Demands:**
- Four nights a week, assigned odd-numbered homework problems from the book

**Scenario: Rebecca**

- Identified as having learning disabilities.
- Struggles academically.
- Excessively late, inattentive, and defiant in her class.
- She frequently walks out of class, never completes homework, refuses to participate in some activities, and is failing the class.

**Brainstorming Solutions**

**Example Activities**
- Math Ticket
- Think Dots
- Multiple Entry Journal
- Response Cards

**Vocabulary**

**Directions:** Approach nine different classmates, one at a time, and ask each one if he or she can carry out the performance task described below. If the performance task is

**Evaluation Checklist**

**Explanation:** Checklists are useful for both teacher and students in evaluating how effectively they are interacting with each other. This particular list allows

**Concept Map**

**Explanation:** A concept map can be of great help to teachers in planning meaningful instruction, and to students in understanding how lessons fit together to make meaning.
Problem of the Day

Complete the odd # COMPUTER Task Card (2 yellow/2 green)

Math Writing
Explain in a clear step by step manner how you solved the problem of the day or how you solved your Tanagram or Geoboard Challenge.

Use pictures and words to teach someone how to do one of your 5 math task.
Develop a story or scenario in which one student clarifies how to do word problems for a confused friend.

Math with Legos
Develop a real problem someone might have which graphing would help them solve. Show how that would work, including graphs and explanations.

You may use any kind of graph you know about as long as it fits the problem.

Teacher Feature
When called Adapted by Permission of Pearly deLeon, Chapel Hill-Carroboro, City Schools Chapel Hill, NC

Learning Contract
Clarification of Learning Goals
Assess learner proficiency
Package task and activities

Think Dots
Solving Equations
Used to generate group discussion on particular learning goals.
Students work in groups of four.
Each group has a "roller" and a "scribe." The roller rolls the die and reads the problem that matched the die and facilitates the group.
Students worked as a group to solve the problem. The scribe writes the ideas of the group and records the steps and solution. The roller check answers against the key.
Variations include, specified time, varied number of problems, heterogeneous, computation problems, word problems, etc.
Groups then check teacher's answer key and discuss.
The teacher collects the "scribe sheets" to gain insight into the student's thinking process.

Write an improper fraction to a mixed fraction.
Convert an improper fraction to a mixed fraction.
Write a mixed fraction.

What is a whole number and how is it different from a fraction?
What is a simplified fraction?
What is a mixed fraction? An improper fraction?

Based on an example developed Pat Goolsby, Amherst County Schools, Virginia.