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Teacher <i>Blair</i>	Class/Grade/Subject <i>English</i>	Date <i>12/16/84</i>
Standard/Benchmark: <i>use the critical skills & strategies of the reading process</i>		
Lesson Title/Unit: <i>Composition of Matter</i>		
Student Learning Target: <i>I can write a summary of chapt 17-1 on concepts about</i>		
Assessment: <i>Summarizing non-fiction</i>	Materials: <i>Science text, posters</i>	

	CRISS Principles	CRISS strategy Code alignment with principle numbers	Description of lesson and Metacognition Prompts
BEFORE	<ol style="list-style-type: none"> 1. Metacognition 2. Background Knowledge 3. Purpose Setting 4. Active Learning 5. Discussion 6. Writing 7. Organization 8. Author's Craft 9. Explanation & Modeling 10. Teaching for Understanding 	<i>Carousel Brainstorming</i>	<i>Using science text 17-1 - Composition of Matter. Students add background knowledge to three different posters. 1) Elements 2) Mixtures 3) Compounds</i>
			<i>Metacognition Prompt: How did this strategy help you determine what you know & didn't know about this topic?</i>
DURING	<ol style="list-style-type: none"> 1. Metacognition 2. Background Knowledge 3. Purpose Setting 4. Active Learning 5. Discussion 6. Writing 7. Organization 8. Author's Craft 9. Explanation & Modeling 10. Teaching for Understanding 	<i>Summarizing non-fiction text</i>	<i>after identifies a power terms students read section 17-1 and add important concepts to sheet dividing section into 2 powers. Organize ideas.</i>
			<i>Metacognition Prompt:</i>
AFTER	<ol style="list-style-type: none"> 1. Metacognition 2. Background Knowledge 3. Purpose Setting 4. Active Learning 5. Discussion 6. Writing 7. Organization 8. Author's Craft 9. Explanation & Modeling 10. Teaching for Understanding 	<i>Same as above</i>	<i>Write 2 summaries of section 17-1. First titled "Pure Substances" second titled "Mixtures"</i>
			<i>Metacognition prompt: Think about the process of summarizing. What do you have to do?</i>

Teacher Reflection Notes:	Lesson Assessment
<ul style="list-style-type: none"> • Sample Questions: <ul style="list-style-type: none"> • What went well? Why? • What did not go well? How will I change it? • What did my students gain from this lesson? • How did it impact their thinking, their attitudes or their beliefs? What reasons exist for these beliefs? How did I help myself and my students be more metacognitive? • In what ways did the strategies I used enhance student learning? Ho do I know this? 	<ul style="list-style-type: none"> • Student Metacognition Question: <ul style="list-style-type: none"> • How did this learning strategy help you learn? • What did you learn? What helped you to learn that? • What strategies did we use in this unit that helped you to better understand and why? • What are three strategies that really help you remember information? • How do you know when you've really understood something you've read for discussed? Give some examples.
<p>Model determining what will work - will use again. Kids know they can put a word away of course down. I need to model summarizing strategy now - particularly taking notes.</p>	<p>Purpose of metacognition: The teacher asks students about their thinking.</p> <p>"For the next minutes + confounds are different"</p>

Teacher: Alison Class/Grade/Subject: English Date: _____

Standard/Benchmark: Using skills & strategies of the reading process

Lesson Title/Unit: Comparison of Metaphor

Student Learning Target: I can write a summary using power notes

Assessment: Summarizing non-fiction Materials: physical science text

CRISS Principles	CRISS strategy Code alignment using principle numbers	Description of lesson and Metacognition Prompts
BEFORE	<ul style="list-style-type: none"> 1. Metacognition 2. Background Knowledge 3. Purpose Setting 4. Active Learning 5. Discussion 6. Writing 7. Organization 8. Author's Craft 9. Explanation & Modeling 10. Teaching for Understanding 	<p>Using their background knowledge students add information to their different posters.</p> <p>Elements: Mixtures Compounds</p> <p>Metacognition Prompt:</p>
DURING	<ul style="list-style-type: none"> 1. Metacognition 2. Background Knowledge 3. Purpose Setting 4. Active Learning 5. Discussion 6. Writing 7. Organization 8. Author's Craft 9. Explanation & Modeling 10. Teaching for Understanding 	<p>Students identify lower level terms in 17.1 of physical science text. Read 17.1 & add your 2 terms.</p> <p>Use 2-column notes format.</p> <p>Metacognition Prompt:</p>
AFTER	<ul style="list-style-type: none"> 1. Metacognition 2. Background Knowledge 3. Purpose Setting 4. Active Learning 5. Discussion 6. Writing 7. Organization 8. Author's Craft 9. Explanation & Modeling 10. Teaching for Understanding 	<p>Using your notes write 2 summaries using 1 page.</p> <p>Use Substances 2) Structures.</p> <p>Metacognition Prompt:</p>

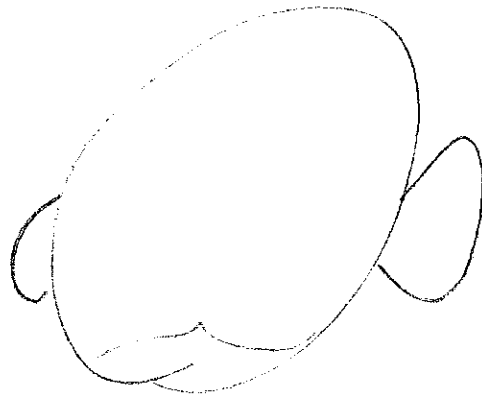
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