Chapter 4: Classroom Curriculum Alignment

Essential Questions

- How can classroom curriculum be aligned, scaffolded, developed and taught to facilitate increased achievement through research-supported practices?
- How can we move from overwhelming many students with a "flood" of new content that washes over them so quickly, and in such huge quantities, that many of them become overwhelmed and don't try; others who manage to get through the "flood" okay soon forget most of it as they work to survive each additional "flood" that comes along.
- How can we shift from typical curriculum approaches that "flood" students with one topic after another, leaving many washed aside and turned off by school, and leaving many others with high grades and marks but little memory of all that washed over them in flood after flood?

Typically, approaches to classroom curriculum development present content in logical sequences from a conceptual organization perspective, and where relevant, from a prerequisite skill development perspective. As good as this is, this approach often misses addressing how people learn best. Building knowledge is a gradual process facilitated by the pre development of enabling background knowledge and conceptual pictures before in-depth learning can take hold. Building deep knowledge and proficiency requires following that with a deliberate and distributed revisiting of the content to build retention and deepen understanding and proficiency.

Learners require time to process and develop skills and concepts. John Anderson's research with Robert Marzano's synthesis of it indicates that a single concept or skill must be developed

Teach with the Finish End in Mind!
Focus on what the students should know, understand and be able to do at the end. Avoid being distracted and over-emphasizing the details along the way and the speed at which students develop the building blocks.

Preview Everything, Revisit Everything, Build Incrementally.
When planning units, incorporate incremental pre-instruction of important content. Also plan to revisit content in incrementally deeper and broader steps until the end of the course or grade to ensure deep and lasting learning.
over time. In school, we typically attempt to go from start to finish teaching a single skill or concept using a series of daily lessons that may span 3 – 10 days. We often introduce a concept/skill on “day one” and wrap it up on day 5 to 10, expecting mastery to occur within this time period. Unfortunately, the normal result is that some students are so overwhelmed with the amount of content and they shut down, while many others learn the content for the test and soon forget. Another consequence of this traditional approach in school is that there is seldom time or enough capacity to move beyond shallow knowledge to deep understanding, application and proficiency.

Much curriculum in school is developed and delivered using a “flood” approach in which we pour in huge quantities of curriculum and hope it “sinks in” with lasting positive effects. Unfortunately, for many learners, this inundating approach, facilitated by many text books often leads to shallow coverage, insignificant retention or application, and little to no value, appreciation or application. The content “washes” over those who are inadequately prepared and supported and often stirs up less than positive emotions as it quickly “runs off” their memory.

A Metaphor for Effective Curriculum Design

**Clouds, Sprinkle, Shower, Soak, drip, Drip, DRIP**

Heavy rain falling on soil that is too dry results in floods which can cause considerable amounts of damage. A similar situation can be true for learners. If too much curriculum is presented in too short a time to a mind lacking enough essential knowledge, it acts like a “flood” of information that washes over the surface and leads to many students rapidly forgetting most, if not all, of it with many others being overwhelmed and feeling “damaged enough” that they quit caring and trying.

“Clouds, Sprinkle, Shower, Soak, drip, Drip, DRIP” provides an effective plan for designing and teaching the curriculum. Introduce important concepts or skills slowly through pre-instruction steps before getting to the actual unit of instruction. Start with students just seeing the big ideas that are “off in the future.” Follow this with using very quick instructional tools to cause the students to interact with these future big ideas for periods of up to 1 or 2 minutes each day. Then, as the actual unit draws near, devote approximately 2 to 10 minutes a day to “shower” the students with the content. When the actual unit begins, use powerful strategies to ensure that the content “soaks” in, but make sure to continue to “shower” ideas that are still coming in the unit each day, while revisiting and extending previous days’ content by “dripping” (reviewing at the same level) and “Dripping” (revisiting at an extended level) until it is time for the formal assessment of the unit. Then, throughout future units, revisit and extend the big ideas of each unit by deliberately dripping, Dripping and DRIPPING previous important concepts and skills at ever increasing levels of difficulty and application for guaranteed long-term retention of rigorously learned curriculum.
Clouds – Think of a day that starts out clear, but as clouds gradually appear on the horizon, they suggest the possibility of overcast, rain, or snow. Just as clouds on the horizon can lead to speculation about what will come to pass, “clouds” representing big ideas can lead to valuable speculation. “Clouds” is the term we use from the metaphor for the deliberate, distant, pre-exposure of students to future big ideas. Depending on the curriculum and the developmental level of the students, 2 to 4 weeks before a unit is to formally begin, during the previous unit, expose students visually to the future unit’s “biggest” ideas by representing them on posters or other visual displays. Put the posters where they can be seen or show a quick and interesting video. Don’t talk about the ideas and don’t use any strategies causing students to process the concepts yet … just let them be seen.

Sprinkle – Think of light rain sprinkles falling on the ground, after we saw the clouds slowly approaching, and before the rain turns to heavier showers. Sprinkles of the big ideas of the next unit occur before the unit begins, during the previous unit. Similar to rain sprinkles, they are brief, not enough to soak in, but just enough to begin to prepare the learners for developing deep understanding or lasting proficiency. Sprinkles are activities that cause the students to interact with the big ideas for periods of 30 seconds to 2 minutes each day. They don’t go deep, they just “cover” the surface so what is coming can soak in and not run off in a flood.

Examples of what can be done to “sprinkle” content include the following:

- Facilitate the students working in groups to identify everything they notice with the visuals posted for the “cloud” phase.
- Lead students in choral repetition saying or describing what is in the visuals on a surface level.
- Have the students speculate as to what the ideas might be used for or what they might represent.
- Ask students to look at a Word Splash and surface everything they notice, wonder about, know about, etc.

Shower – After the students’ minds have been well prepared to begin to deepen their knowledge of the future unit’s big ideas through “clouds” and “sprinkles,” shower activities of approximately 2 to 10 minutes are interspersed each day. These activities are selected to match the content.

Shower activities could include the following:

- Word Splashes deliberately designed as vehicles for students to start learning essential terms and start seeing connections through color, orientation, and font similarities and differences
- Circle Maps through which students brainstorm what they know about a topic and maybe find a few “points” to add
- Bubble Maps can facilitate learners beginning to identify defining characteristics of the major content ideas
- Vanishing Content is a strategy that can be used for 3 to 5 minutes to teach critical, operational ideas that will be important in learning the content during the “Soak” (focused instruction) of the actual unit
- Descriptors – Consider having students generate descriptor phrases or words based on what they see in a chart, diagram, photograph, table or map
- Songs using the Content – Lead the students in learning and singing songs or reciting rhymes, poems, or acronyms containing the content.
- Drawing icons – Facilitate students in drawing or finding icons or pictures to represent the critical attributes of key ideas from the upcoming unit.
- Choral Repetition – Lead the students in choral repetition of important content using complete sentences (one for each idea). Three repetitions are usually best.
- Total Response Questioning – Use “TRQ” to facilitate students learning important formulas and facts, as complete sentences, before they will be used or form a basis for learning in the actual unit coming up.
- Describing Pictures – provide meaningful pictures representing important content and facilitate the students discussing everything they can find in the pictures.
- Partner Preview – this is a powerful tool for facilitating pre-reading.
- Team Huddle and Similar Strategies – Frame these activities so the students go to books, articles or the internet to discover and learn important, future content.

Insert “Showers” in time slots that serve as quick breaks or transitions similar to commercial breaks on television. Often they are inserted between the warm up and the new lesson for the day, or between the main lesson and the cool down. They can make quick sponge activities. Consider effectively stringing sprinkles and showers together, one right after the other – and from different units. Inserting sprinkles and showers creates a refreshing effect similar to scenes in novels and movies in which the action switches rapidly as important knowledge and awareness is built to prepare the readers and watchers for the “depth” coming up.

**Soak** – After the “Clouds,” “Sprinkles,” and “Showers,” the students are now prepared to receive a large amount of content which will now soak in better than ever before. The “Soaking” occurs throughout the actual unit as we continue to Shower ideas that will be “Soaked” in future lessons. In addition, as the “Soaking” (the new, focused instruction for the unit’s lesson each day) occurs within any lesson, we intersperse Clouds, Sprinkles and Showers for future Units.

Consider the following strategies as potential good fits for the focused instruction in the “Soak” phase:

- Bridge, Flow, Multi Flow and Tree Maps from the work of David Hyerle
- Lecture for appropriately prepared students using interactive notes and controlled pauses for notes
- Copy Me Teaching for procedures and skills
- Laboratory Investigations
- Role plays
- Table Races with Learning Support Stations
- Search and Rescue with Learning Support Stations as Rescue Stations
- Balloon Toss with Learning Support Stations
- Vocabulary Cards or Sheets with descriptions, icons, examples, counter examples
- Cartoon Conversations
- Concept cards
- Student-developed criteria and related activities such as concept posters and brochures
The Soak phase for focused current instruction typically requires blocks of 10 to 40 minutes, though this can vary considerably based on content and grade level. Remember, the idea throughout this entire process is to do things in smaller pieces, allowing greater depth and breadth over time.

With more typical approaches to curriculum development and delivery, too much content is addressed too quickly. The typical approach is overwhelming to many while keeping depth, breadth, application and retention too limited – a process we refer to metaphorically as a “flood” because floods involve too much water in too short a period of time, washing over soil that has not been prepared to allow it to soak in. Typically, the teacher goes beyond what many students are able to keep up with and absorb in any lesson.

The Cloud, Sprinkle, Shower, Soak approach does a great job of getting many more students learning effectively, deeply and more broadly than ever, but we still need to continue in the metaphor for increased retention over time in addition to reaching those deeper and broader levels than are typically achieved. To do this, continue to “drip, Drip, and DRIP” content throughout the rest of the course.

*drip, Drip, DRIP … over time* – Consider, in the metaphor, dripping water not only digs holes and pathways in the ground, it also creates lasting holes in concrete and rocks. Floods wash over the surface causing more damage to people and the landscape than good. On the other hand, a thorough soaking of well prepared soil produces better results than a flood, without damage, and the impact of drips over time is significant and lasting.

The phrase “drip, Drip, DRIP” means to deliberately revisit a topic at ever growing deeper and broader levels, until the end of the course. If we are just revisiting to maintain retention, build proficiency, or bolster speed, a drip is referred to as, “distributed practice.” Drips that go deeper, broader or into more complex application, are called “incremental development.”

(When we write drip, Drip, DRIP, DRIP …, we use the upper case letters and the enlarged point size to suggest incremental development of the content).

Devote somewhere between a few minutes (for quick distributed practice drips) to 20 minutes or more of instructional time for more complex distributed practice or incremental development. Also, with the help of various forms of Learning Support Stations, embed drips in homework and projects. Example strategies for drip, Drip, DRIP include:

- Compare/contrast
- Bubble, Double Bubble, Tree, Flow, Multi Flow, and Bridge Maps
- Distributed Practice and Incremental Development Questions, Problems, and Prompts in homework and other activities
- Application of prior content in a new setting or context
- Table Races with Support Stations
- Team Huddle Strategy with Support Stations
- Vocabulary Cards and Sheets
- Vocabulary Power Walls and Ropes
- Concept Bundles
- Concept Cards and Posters
- Deuces Wild Strategy
- Icons, stories and songs
- Cartoon Conversation
- Timed Olympics
- Table Jam
- Four Ways
- Dice Game
- Survivor
- Word Splash
- Inclusion as a component of each formal assessment and evaluation (providing thorough prep occurred during lessons and guided and independent practice)

**Overlap Units and Topics**

The Cloud, Sprinkle, Shower, Soak, drip, Drip, DRIP approach involves overlapping topics so each topic is learned more effectively, through how it is learned, over time. This leads to students learning multiple topics in any given lesson, with the idea that people can learn about multiple things in a class. As soon as students become overwhelmed by too much of one concept, they tend to become confused and learning stops. What follows is a quick overview of the Cloud, Sprinkle, Shower, Soak, drip, Drip, DRIP process with a single topic in mind. Remember, that in actuality, an effective teacher will be using the process with multiple topics overlapping with each at different stages in the process.
Pre-Instruction: Use Clouds, Sprinkles and Showers Early...
It’s a Critical Part of Learning Outside of School

In many aspects of our lives, we have learned very complex concepts and procedures, and their applications in most situations, long before any formal lessons began, we were gradually immersed in whatever “it” was, and then, when the formal lesson began, we already had many of the basic ideas, we just needed to learn the critical nuances for success.

Consider sports, driving, bike riding, singing, freedom, house cleaning, teaching, friendship and speaking. Early on, we first notice things with little interest, then we start observing more specifics, followed by asking others about what we are seeing. This gradual “pre-instruction” builds a critical and solid foundation for us to build true understanding and application much faster than if we had never been exposed before instruction began.

In school, we tend to not expose students and pre-instruct. We wait until we are ready to teach “it,” and then wonder why many students become overwhelmed and confused.

Two to three weeks before a unit begins, use posters to prominently display the most critical words or formulas on the section of wall for the “previews of coming attraction as “Clouds.” You may want to let students know that there are new posters up in the area, but that’s it. The purpose here is for students just to get used to seeing the ideas and thinking about them at a surface level.

After a couple days, start the “Sprinkles” by asking the students to surface everything they notice about the poster(s). This can be very superficial with them talking about colors, patterns, fonts, graphics and other surface characteristics. Facilitate student sharing of their observations with the class.
After another day or two, lead the students in choral reading of the poster three times, after first reading the poster to the students, if it is “new” and needs such guidance.

For several days off and on, keep revisiting these concepts with the folding in of “Shower” activities. Consider using Vanishing Content, Partner Preview and other similar strategies to ensure the students have the basics before the actual unit begins.

The following are classroom examples of posters used to introduce concepts used as Clouds, Sprinkles, Showers, Soaks, drips, Drips DRIPS.

Keeping track of all the Clouds, Sprinkles, Showers, Soaks, drips, Drips and DRIPS for multiple units overlapping each other can become confusing, but don’t give up. What follows are numerous planners to match multiple styles, types of subject matter and grade levels. Pick what works for you!
Planning Instruction

When teaching, always keep “what they have learned by the end” as the goal. Avoid being distracted from this goal by behavior issues, struggles in learning, and students acting their age. Make decisions and plans, take action based on the answer to the question, “What is the best thing to do to help ensure that my student(s) learn and retain the most possible by the last day?

![Image: Teach with the End in Mind!](image)

Planning Pre and Post Instruction

Implementing effective pre and post instruction is a matter of developing new habits, that will lead to greater success for everyone. At first, the process will seem to be adding to our already overloaded days, but in the long run, it will make teaching and learning considerably easier. We use Topic Planners to facilitate the process. Planning for spreading the learning of topics through pre and post instructions requires the following:

1. Determining the final objectives.
2. Deciding what will most likely be the core of the topic (the “soak”).
3. Working backward and selecting ways to initially introduce (the “clouds” and “sprinkles”) and gradually build knowledge (the “showers”) of the topic before the actual core lessons (the “soak”).
4. Moving beyond the “soak” to plan ways to distribute practice with the topic after the core instruction (distributed practice) and extend and deepen the topic (incremental development) until the end of the course or grade level.
Planning Incremental Development and Overlapping Topics

Topic Planners are templates that facilitate planning pre-instruction (clouds, sprinkles, and showers), focused instruction (soak) and post instruction steps (drips, Drips and DRIPS).

1. **Clouds** – How will we first put the topic in front of the students to start beginning to develop awareness before actually beginning instruction?

2. **Sprinkles** – What tools and/or activities will we use to facilitate students gaining small, beginning insights and basics to open the door to deeper learning in the future?

3. **Showers** – What methods or activities will we use to step-by-step move students from awareness and surface knowledge developed with “Sprinkles” to a readiness for, and finally solid knowledge that will become deep and solid through the “Soak, drips, Drips, and DRIPS.”

4. **Soak** – What will we use to provide the focused, solid instruction for understanding and proficiency?

5. **drips, Drips and DRIPS** – What activities, strategies, and practice sessions will be used from the soak until the end to continually revisit, deepen, extend, and increase proficiency, speed and retention?
### Topic Planner

#### PEAK Topic Planner

**Objective:**

<table>
<thead>
<tr>
<th>Stage of Instruction</th>
<th>Tool, Strategy, Activity, or Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clouds</strong></td>
<td></td>
</tr>
<tr>
<td>Time Frame: Displayed 2 to 3 weeks before the soak.</td>
<td></td>
</tr>
<tr>
<td><strong>Sprinkles</strong></td>
<td>1.</td>
</tr>
<tr>
<td>Time Frame: beginning about 2 weeks before the soak. (30 – 120 seconds each.)</td>
<td>2. Revisit the sprinkles’ content regularly until the soak.</td>
</tr>
<tr>
<td><strong>Showers</strong></td>
<td>1.</td>
</tr>
<tr>
<td>Time Frame: about 1 to 2 weeks before the soak. (30 Seconds to 3 or 4 minutes each.)</td>
<td>2. 3. Revisit the showers’ content regularly until the soak and beyond.</td>
</tr>
<tr>
<td><strong>Soak</strong></td>
<td></td>
</tr>
<tr>
<td><strong>drips</strong></td>
<td>Plan for continued student revisiting the topic or skill through the unit and until the end of the course.</td>
</tr>
<tr>
<td>Time Frame: on-going within the unit and beyond</td>
<td></td>
</tr>
<tr>
<td><strong>Drips</strong></td>
<td>Plan for continued student revisiting the topic or skill at increasing levels of complexity through the unit and until the end of the course.</td>
</tr>
<tr>
<td><strong>DRIPS</strong></td>
<td>Plan for continued student revisiting the topic or skill at significantly increasing levels of complexity through the unit and until the end of the course.</td>
</tr>
<tr>
<td>Time Frame: on-going within the unit and beyond</td>
<td></td>
</tr>
</tbody>
</table>
### Topic Planner Possibilities

#### Possibilities for Coulds, Sprinkles, Showers, Soaks, drips, Drips and DRIPS

#### Possibilities for Clouds, Sprinkles, Showers, Soak, drips, Drips and DRIPS

<table>
<thead>
<tr>
<th>Stage</th>
<th>Time Frame</th>
<th>Possible Strategies, Activities and Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clouds</strong>&lt;br&gt; Fundamental and important concept is displayed/played in the background</td>
<td>About 2 to 4 weeks prior to soak.</td>
<td>- Display posters of important points, formulas, concepts ... (big ideas) from the future unit’s Soak&lt;br&gt;- Play music that portrays/mentions the important big ideas&lt;br&gt;- Use repeatedly important words that convey/represent the important big ideas coming up</td>
</tr>
<tr>
<td><strong>Sprinkles</strong>&lt;br&gt; 20 Seconds to 2 Minutes of brief, surface, initial exposure.</td>
<td>Start about 2 weeks prior to soak and during the preceding unit. What is sprinkled is revisited each day.</td>
<td>- Choral Repetition of key words&lt;br&gt;- Dice Game racing to “copy the most” “things” from a displayed list&lt;br&gt;- Facilitate small group and individual observations of the cloud’s graphic’s characteristics in posters or general observations regarding the music ...&lt;br&gt;- Learn the songs or chants&lt;br&gt;- Model physical representations&lt;br&gt;- Concept or Vocabulary Cards’ Very Beginning Steps&lt;br&gt;- Word Splash – Just Observe and talk of characteristics&lt;br&gt;- See, Hear, Say, Write It&lt;br&gt;- Table Jam</td>
</tr>
<tr>
<td><strong>Showers</strong>&lt;br&gt; Approximately 1 to 4 or 5 minutes of student interaction with content to learn fundamentals before the “soak.”</td>
<td>Spread these over about 5 to 7 days. Start about 1.5 weeks in advance of soak. Revisit showers each day until the soak.</td>
<td>All with adequate Learning Support Stations&lt;br&gt;- Alphabet &amp; Category Boxes at basic levels&lt;br&gt;- Carousel Graffiti&lt;br&gt;- Choral Repetition of important formulas, descriptions ...&lt;br&gt;- Dice Game&lt;br&gt;- Facilitate students learning the poster&lt;br&gt;- Facilitate students learning from a Word Splash&lt;br&gt;- Facilitate students finding patterns in content to be soaked soon&lt;br&gt;- Partner Preview&lt;br&gt;- PEAK Concept and Vocab Cards' next steps&lt;br&gt;- Physical Reps&lt;br&gt;- Table Jam deeper&lt;br&gt;- Team Huddle to learn simple fundamentals – memorization&lt;br&gt;- TRQ/TDL for Important formulas, descriptions ...&lt;br&gt;- Vanishing content to learn important formulas and descriptions</td>
</tr>
<tr>
<td><strong>Soak</strong>&lt;br&gt; Approximately 4 to 15 minutes of focused instruction based on fundamental(s) learned during the “showers.”</td>
<td>This could extend over a 1 to 5 day period.</td>
<td>Any of the following with scaffolding, Learning Support Stations and next step processing:&lt;br&gt;- Students begin by studying the “result” completed problems, paragraphs, letters, pictures. Let students see the “end” before taking the journey to get there.&lt;br&gt;- 4-2-1 (P) and M-4-2-1 (P)&lt;br&gt;- Bubble &amp; Circle Map (D)&lt;br&gt;- Compare Contrast&lt;br&gt;- Copy Me Teaching&lt;br&gt;- Direct Instruction with effective and supported correct processing and practice&lt;br&gt;- Discovery&lt;br&gt;- Interactive Notes&lt;br&gt;- Modeling with Response Journals and guided practice with Learning Support Stations&lt;br&gt;- Next Step Processing added to all&lt;br&gt;- Pattern Finder&lt;br&gt;- Students initially do EXACTLY what’s modeled&lt;br&gt;- Wall Drills for Learning – Pattern Finder&lt;br&gt;- Wall Drills for Practice – Fact Tracks &amp; Skill Drills</td>
</tr>
</tbody>
</table>

Supported by ...<br>- 100% of students answering 100% of questions correctly ... modified TRQ/TDL and Response Journals<br>- Concept and Vocabulary cards<br>- Depictions & Icons<br>- Dble. Bubble Maps<br>- Flow Chart<br>- Four Ways<br>- Four-Two-One<br>- Icons<br>- Metaphors and Analogies<br>- Point Process<br>- Summarization
<table>
<thead>
<tr>
<th>Stage</th>
<th>Time Frame</th>
<th>Possible Strategies, Activities and Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>drips</strong> revisit, interactions with content at the same level.</td>
<td>Every Day!</td>
<td>All with adequate Learning Support Stations.</td>
</tr>
<tr>
<td><strong>Old Stuff</strong> Drips revisit, interactions with content at incrementally increased levels.</td>
<td>Every Day!</td>
<td>Old Prompts, Questions &amp; Problems at Old Levels.</td>
</tr>
</tbody>
</table>
| **DRIPS** revisit, interactions with content at significantly increased incremental. | | * 4-2-1  
* Alphabet Boxes  
* Bracket Buster  
* Bubble & Circle Map  
* Compare Contrast  
* Conceptual T-Charts  
* Defending Preferences  
* Deuces Wild  
* Dice Game with Next Steps  
* Four Ways  
* Four-Two-One  
* Give ‘n Get  
* More Practice at Same Level  
* Musical Quiz Challenge  
* Next Step Processing added to all  
* No Peeking with Next Steps  
* Partner Review  
* Search and Rescue  
* Swap Meet with Next Steps  
* Table Jam with Next Steps  
* Table Races  
* Team Huddle  
* Timed Olympics  
* Total Recall  
* Word Splash Next Steps |
| **Old Questions & Problems at Deeper Levels** Drips occur on-going within and beyond the unit. | | All the above with next step processing and Learning Support Stations. |
| **Complex Application** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Multi-Flow Map (D)** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Partner Review** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Physical Representations** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Predictions** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Search and Rescue** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Student-Dev. Posters** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Survivor** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Summarize** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Summary Slips with Next Steps** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Survey with Feet** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Table Races Stepped Up** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Visual Concept Bundles** | | Old Prompts, Questions & Problems at More Complex Levels. |
| **Learning Support Stations are used to ensure 100% are processing, practicing and interacting correctly 100% of the time.** |

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Planning Units

for PEAK Performance Excellence for All Kids

The best way to plan is different for each of us, and teaching is so demanding that finding time to adequately plan is close to impossible. To not plan is to be surprised or disappointed by the results. To expect our plans to work perfectly is to ignore the complex realities of teaching in today’s classrooms. No matter how perfect our plans seem to be, everything changes when we meet the students. How we choose to plan, how much we are able to plan, the depth of our plans, and the extent we are able to align to final expectations must and will vary, but we must plan if we desire great results.

Use this document as a guide. What follows prompts important factors to be considered to ensure the best possible performance for our students. However, most of us will not have the time to complete the forms, nor should every square in every form be consistently completed. Some of us will plan holistically and have much stored in our heads from years of successful teaching with each year better than the one before. Some of us bring fresh new insights but few, if any, years of learning our curriculum, aligned teaching strategies, and powerful and varied techniques to divert classroom distractions and for resolving them if they do occur.

PEAK Unit Planner

Step One: Determine the unit based on what the students need to know and be able to do at the end of the course

- Final expectations to be addressed
- The objectives for the unit and the assessment for them, both the new objectives for the focused ins and for the units distributed practice and incremental development objectives from previous units
- The activities or tasks for the students to ensure they are totally prepared for success with the assessment

Step Two: Determine the pre-instruction, focused instruction, daily plans and post instruction.
Chapter 4: Classroom Curriculum Alignment

PEATK Units

The Unit Focus

1. Curriculum/Content Targets
   - Unit Objectives
     - As a result of this unit, the students will...
       - Know... (Nouns)
       - Be Able to Do... (Verbs)
       - Understand... (Concept Nouns)
     - As prescribed by content & performance standards
   - Distributed Practice Objectives
     - As a result of this unit, the students will...
       - Concepts &/or skills from previous units
       - Concepts &/or skills from previous completed units
     - As prescribed by content & performance standards

2. Assessments, Evaluations, & Rehearsals
   - To show what they know, the students will...
     - Know...
     - Be Able to Do...
     - Understand...
   - To show what they can do, the students will...
   - To show what they understand, the students will...

3. Demonstrations of Learning: The Assessment & Evaluation Plan
   - The Initial Closure Activity
   - 3-5 parallel focused assessments with timing based on required learning development time
   - Focused Correctives
   - The focused evaluation or evaluation plan

4. The Distributed Practice Plan
   - "Lesson-to-Lesson" Within the Unit
   - Continued incremental development and reinforcement from previous open units
   - Practice from previous closed units

5. The Lessons' Instructional Plans
   - New lesson & distributed practice objectives & checks
   - Sponge activity
   - Anticipatory set
   - Aligned, focused, & effective teaching & learning activities
   - Independent practice
PEAK Units Template Directions

1. **Unit Objectives**
   - As a result of this unit, the students will...
   - Know ... (Nouns)
   - Be Able to Do ... (Verbs)
   - Understand ... (Concept Nouns)
   - as prescribed by content & performance standards

2. **Assessments & Evaluations**
   - To show what they know, the students will ...
   - and/or
   - To show what they can do, the students will ...
   - and/or
   - To show what they understand, the students will ...

**The Unit Overview**

Curriculum & Assessment Plan

This section of the template is for identifying and clarifying the content of the unit. Using your content and performance standards, determine an aligned, true focus and its level of assessment and evaluation. Determine what the students are to learn as a result of the unit. Specifically, it calls for the identification of what the students are to know, be able to do, or understand because of the unit.

**IMPORTANT NOTE:** Most units cannot effectively teach for all three types of objectives; therefore, complete only those areas addressed through assessment. Refer to *The High Performance Toolbox*, by Spence Rogers and Shari Graham, and *Bloom’s Taxonomy, and Understanding by Design* by Grant Wiggins and Jay McTighe.

**In other words...**

What do we want students to learn?
(know, do or understand)

How will we know they learned it?

Objectives

Assessment
I. "Know" Objectives: As a result of completing this unit, the students are expected to know the following:

In this section, identify specifically what the students are to KNOW.

"Know" Assessment: To show this knowledge, the students will be asked to:

Stipulate the specific behavior(s) in which the students will show they know what is listed above. They may demonstrate their knowledge by doing things such as recalling, listing, locating, finding, explaining (as in describing what or how), and defining.

II. "Do" Objectives: As a result of completing this unit, the students are expected to be able to do the following:

In this section, identify specifically what the students are to learn how to DO.

"Do" Assessment: To show this ability, the students will be asked to:

Stipulate the specific behavior(s) through which the students will demonstrate their ability by doing things such as solving, writing, adding, welding, charting, graphing, singing, or debating.

III. "Understand" Objectives: As a result of completing this unit, the students are expected to understand the following:

In this section, identify specifically the conceptual understanding the students are to develop.

"Understand" Assessment: To show this understanding, the students will be asked to:

Stipulate the specific complex behavior(s) in which the students will demonstrate their understanding by doing things such as problem-solving in an unexpected and complex situation, explaining (as in what, how, and WHY), and in creating complex examples in varied, unexpected contexts. The behaviors should require the overt demonstration of conceptual understanding through tasks that are complex, rigorous, and beyond the expected. Relating of knowledge in any form is NOT adequate for this section.

Reminder:
All three may not be in every unit!
(Know, Do & Understand)
The Unit Focus Distributed Practice & Incremental Development (ID) Plan

From previous units...

This section calls for the separate identification of previously addressed objectives and topics from the current unit, previous open units, and units that are already complete (closed). Stipulate the specific objectives from previous units to reinforce memory while incrementally developing deeper and broader “knowledge.”

The students will be asked to review and grow incrementally in the following from the previous unit which is still “open.”

Complete as appropriate.

The students will be asked to review and grow incrementally in the following from the previous closed units.

Complete as appropriate.

In other words...

What learning do we want to reinforce and incrementally develop?

How will we know this happened?

Dist. Pract. & ID Objectives

Dist. Pract. & ID Assessment

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Distributed Practice & ID Plan (Continued)

Within this unit...

Throughout this unit, the students will be asked to continuously review and incrementally grow in concepts and skills distributed from the previous lessons within this unit.

List the specific activities that will be integrated into lessons within THIS unit to cause the students to continue to grow in what they are to learn in this unit.

“Bell ringers,” sponge activities and other lesson activities may be ways to incorporate distributed practice. The point is to deliberately and continually revisit content from this unit throughout the unit.

For the next unit...
Distributed Practice & ID Plan for continued retention & growth (28/3)

After the initial closure of this unit and during the instruction of the next units, the following are the activities and tasks with the content of this unit that the students will be asked to do at increasing levels of difficulty.

List the specific activities and objectives that will be integrated into future units to cause the students to continue to grow in what they are to learn in this unit.
Initial Unit Closure Plan

The students will be asked to do the following at the end of the formal instruction of the unit in order to draw closure:

Identify the aligned and developmentally appropriate task in which the students will be engaged at the close of the formal instruction portion of the unit. The purpose of the task is to cause the students to successfully draw closure to both the current and DP/ID objectives of the unit to the level the objectives have been developed. This task should be refined until done well by the students. Its purpose is to cause learning. Grading will occur later through the unit’s evaluation during the parallel assessments.

Focused, Parallel Assessments

Develop multiple, parallel, and focused-by-objective assessments that include at least one distributed practice component. Start by developing a blueprint for each objective that specifically identifies the nature of the task and the level of difficulty (content limits). Use the blueprint to develop your multiple, parallel assessment forms. Organize each form by objective.

Reminder: The purpose of the assessments is to check AND cause student learning.

Corrective Activities

The following are possible corrective activities for the students who require additional instruction and practice between demonstration opportunities.

Identify the different, aligned activities you will use to help the students who have not learned the specific objectives to the desired level of mastery, proficiency or understanding.
Lessons & Instructional Flow

The Soak Instructional Plan

For each lesson of the unit, briefly outline the instructional plan (topics for introduction, reinforcement and/or distributed practice.)

As a result of completing this lesson, the students are expected to learn the following:

Clarify what specifically the students are to learn as a result of the lesson.

The teaching activity to build this learning:

Identify what you will do and what the students will do to cause the learning.

The students will be asked to do the following as a means of assessing their learning:

Identify what checking activities you will use to prove to yourself that the students have successfully learned what you will be trying to teach in this unit.

The learning targets for distributed practice are

Identify the specific distributed practice/ID objectives in which students will be engaged for further learning within this lesson.

See page 4: The distributed practice/ID objectives at the lesson level can appear here OR in the distributed practice section.

In other words... at the lesson level

What do we want students to learn?

How will we know they learned it?
Lessons & Instructional Flow (continued)

Additional Lesson Items

Opening Sponge Activity

Identify the aligned activity which will engage the students “correctly” as they enter the classroom.

Anticipatory Set

Identify the aligned activity the students will complete that will cause their minds to engage in the targeted content before they begin the formal learning activities.

Pre-Instruction

Identify the appropriate pre-instruction Clouds, Sprinkles or Showers

Closure Activity

Identify the aligned activity the students will complete before leaving the classroom that will cause their minds to draw closure to the learning of the lesson.

Independent Practice

Identify how the students will be asked to practice or work with the content on their own before the next lesson. Also, identify how the students will be supported to ensure they are practicing correctly—Practice Makes Permanent.
Enrichment Activities

The following are possible enrichment activities from which the qualified students are to choose and the corrective students may choose.

Identify the aligned activities the students may complete that will promote a deeper and/or broader knowledge.
Checklist

PEAK Unit Design

Before Planning Instruction:

- Derive all the units’ learning objectives based on expected content and performance standards.
- Determine what will suffice as convincing evidence that the objectives have been met.
- Develop parallel assessments and/or evaluations.
- Develop parallel closure activities (demonstrations, opportunities, rehearsals and final unit evaluation).

Planning Instruction:

Build an instructional plan and corresponding activities.

- Developmental (the instruction will promote a gradual development of knowledge over time – including through subsequent units)
- Differentiated (activities encourage learning at each student's level)
- Enabling (strategies that are effective for each learner, and questions and activities designed to promote thinking – not catch errors in thinking)
- Activities for incrementally developing the knowledge
- Procedures and structures to ensure immediate correction
- Procedures and structures to ensure 100% of students are doing “stuff” correctly 100% of the time they are doing “stuff”
- Emotionally safe (students will not fear embarrassment from exposure of what they may perceive as a lack of knowledge or skills)
- Evidence of progress and mastery will be evident for each student
- Multiple choices and options will be provided and encouraged
- Students’ interests or needs will be addressed

Performing Instruction:

- Teach the unit while incorporating planned distributed practice and incremental development from previous units.
- Engage students in the closure activity.

Ensuring Learning:

- Move on into the next unit while using distributed practice and incremental development to connect, extend, and assess.

Ensuring and Documenting Evidence of Success:

- When it’s time, assess the unit’s objectives and the selected distributed practice objectives from previous units.
- Provide any needed corrective support and re-assess as needed until excellence is achieved.
Instructional Tips to Consider in PEAK Unit Design

(Please Note: tips are randomly listed and not in any particular sequence.)

- Use a hook based on students’ interests or needs.
- Present the learning objectives and timelines in “we” language and action terms.
- Clarify the specific evidence that will be expected for assessments and evaluations.
- Monitor and adjust for the Six Keys.
- Present objectives and timelines for each lesson within the unit.
- Use anticipatory sets and closures for each lesson.
- Provide lots of movement—at least once every 1-20 minutes.
- Protect students’ dignity at all costs.
- Incorporate cooperative structures as possible.
- Ensure evidence of mastery and progress.
- Engage students in developing coaching criteria (rubrics) based on a critical analysis of exemplars.
- Provide for guided and independent practice and ensure that all practice is done correctly as it is being completed.
- Engage students in communicating the what, how, and why for each learning.
- Adhere to student-developed criteria for credit.
- Teach what will be tested.
- Incorporate developmentally progressing distributed practice daily.
- Develop knowledge incrementally.
- Include feedback loops at least every 10-25 minutes that meet the criteria for motivating feedback.
- Provide meaningful choices.
- Use a closure activity at the end of the unit.
- Continue to build the concepts and skills of the unit after the unit is completed until mastery is shown – then administer the assessments/evaluations.
- Require mastery, but provide corrective support and opportunities as needed.
PEAK Unit Design and Planning Checklist

- Content and/or performance standards are aligned with those from the district and state.
- Standards and assessment tasks are checked for alignment.
- Parallel forms of the unit’s assessment are developed at equal difficulty for practice, assessment, and evaluation.
- An aligned parallel assessment is prepared for presentation to the students at the beginning of the unit.
- The unit’s assessment and evaluation tools are separated by specific criteria, standards, dimensions, and/or outcomes (objectives).
- Distributed practice and incremental development from previous units are built into the unit effectively & efficiently.
- Distributed practice and incremental development for this unit’s objectives are planned for distribution throughout future units.
- Aligned instructional activities are planned.
- Structure and processes ensure immediate correction and 100% of students practicing correctly.
- Assessment and evaluation will begin after distributed practice activities indicate the students have learned the targeted objectives.
- A plan for management of accountability for meeting standards is in place.
- The students are accountable for their student-developed criteria for credit.
- A plan and exemplars are in place for the coaching rubrics to be developed by the students through critical analysis of exemplars.
- In the teaching activities and with the assessment and evaluations, students are expected to explain their procedures, decisions, and reasoning.
- Students are expected to explain the rationale for correct and incorrect responses to any relevant items that can be developed parallel to the state assessment items.
- Students are scored and held accountable for separate criteria/objectives addressed in the assessment/evaluation tools.
- Qualifiers are appropriately required for assessment after the “rehearsal.”
- Self-directed licenses are in place.
- Students feel appropriately safe from embarrassment.
- Students believe they are respected, appreciated, valued, and that they fit in the group.
- Students receive regular evidence of mastery and/or progress toward
- Students believe they have meaningful choices.
- Students enjoy the classroom activities.
- Students believe what they are doing is worth their effort.
- Only the units for which all demonstration opportunities are exhausted are included in report cards.
Unit Planner

Nine Critical Attributes of PEAK Units

1. Are tightly aligned with course objectives.

2. Introduce topics, concepts, and skills so that future units’ distributive practice and incremental development ultimately build the desired deep knowledge, conceptual understanding, meaningful application, and proficiency.

3. Incorporate distributed practice and incremental development for the objectives of the unit within the unit to insure adequate practice and engagement over time for learning.

4. Are designed backwards from the course objectives and assessments to...

5. Include enough multiple, by objective, parallel assessments to effectively ensure each student reaches the objectives. In some circumstances, it is beneficial to set mastery of some unit objectives for some students aside until an appropriate later date and/or aligned assessment method.

6. Use mastery level and mastery lock to control performance levels.

7. Include plans for effective “correctives” which include both instruction (of an alternative form) and additional practice.

8. Include planned and executed, aligned, engaging instruction.

9. Incorporate deliberate flexibility to ensure students’ mastery of the objectives.
Unit Planner

PEAK Unit Template (Refer to PEAK Units diagram for more information.)

Unit Overview

The Unit Title or Focus:

Subject:

Approximate Unit Length:

Unit Developer/Teacher:

Curriculum & Assessment Plan:

1. “Know” Objectives: As a result of completing this unit, the students are expected to know the following:

“Know” Assessment: To show this knowledge, the students will be asked to:

2. “Do” Objectives: As a result of completing this unit, the students are expected to do the following:

“Do” Assessment: To show this ability, the students will be asked to:

3. “Understand” Objectives: As a result of completing this unit, the students are expected to understand the following:

“Understand” Assessment: To show this understanding, the students will be asked to:
Unit Planner

Distributed Practice Plan

Previous Units

The students will be asked to review and grow incrementally in the following from the previous unit which is still “open”:

The students will be asked to review and grow incrementally in the following from the previous closed units.

Current Unit

Throughout this unit, the students will be asked to continuously review and incrementally grow in concepts and skills distributed from the previous lessons.

(Note: These activities can be listed as part of the instructional plan.)

Future Units

After the initial closure of this unit and during the instruction of the next units, the following are the activities and tasks with the content of this unit that the students will be asked to do at increasing levels of difficulty.

(Note: These activities can be listed following the instructional plan.)

Initial Unit Closure Plan

The students will be asked to do the following at the end of the formal instruction of the unit in order to draw closure:
Unit Planner

Parallel Assessments
Unit Planner

Corrective Activities

The following are possible corrective activities for the students who require additional instruction between demonstration opportunities:

Instructional Component

Practice Component

Plan to ensure practice is done correctly
Unit Planner

The Instructional Plan

PEAK Lesson Planner

Lesson Title or Focus:
Lesson Number:
Teacher/Developer:

As a result of completing this lesson, the students are expected to learn the following:

The teaching activity to build this learning:
The students will be asked to do the following as a means of assessing their learning:

The learning targets for distributed practice are:
(Note: These activities can be listed as part of the distributed practice plan.)
Unit Planner

Enrichment Activities

The following are possible enrichment activities from which the qualified students are to choose and the corrective students may choose:
Unit Planner

Distributed Practice/Incremental Development Plan for (28/3™)

After the initial closure of this unit and during the instruction of the next units, the following are the activities and tasks with the content of this unit that the students will be asked to do at increasing levels of difficulty.

(Note: These activities can be listed as part of the distributed practice plan.)
# Unit Planner

## PEAK Pre-Instruction Unit Planner

before the Unit Focused Instruction Begins

### Unit:

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<thead>
<tr>
<th>Topic</th>
<th>Strategy</th>
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### Pre-Instruction
- Posters Placed
- Visual Seeing
- Poster Observations
- Poster Learning
- Example Observations
- See, Read, Say, Write It
- Choice Repetition
- Song/chant
- PEAK Concept Cards’ Start
- Word Splash
- Early Physical Reps
- TRQ
- Table Jam
- Vocab. Cards – Start
- Dice Game
- Give ‘n Get
- Team Huddle
- Vanishing Content

### Pre-Focused Post Instruction
- Single Step Processing
- Response Journals
- Written Explanations
- Interactive Notes
- Jazz Me Teaching
- TQ
- T-Chart or T-Chart
- Gallery Walk Notes

### Pre, Focused & Post Instruction
- 4-2-1 (P)
- Alphabet Boxes (D)
- Bubble & Circle Map (D)
- Compare Contrast
- Carousel Graffiti
- Cartoon Conversations
- Vocabulary Cards

### Focused & Post Instruction
- Concept Bundles
- Concept Cards
- Conceptual T-Charts
- Defending Preferences
- Depictions
- Deuces Wild
- Dice Game
- Five Liners
- Flow Chart (P)
- Flow Map
- Four-Two-One
- Four Ways
- Give ‘n Get
- Icons
- Interactive Notes
- M-4-2-1 (P)

### Focused & Post Instruction
- Metaphors and Analogies
- Multi-Flow Map (D)
- No Peeking (D)
- Partner Review
- Physical Representations
- Search and Rescue
- Student-Dev. Posters
- Survivor
- Table Jam
- Table Races
- Team Huddle
- Time Olympics
- Total Recall
- Vocabulary Cards

### Additional Strategies
- Foldable
- Dble. Bubble Map
- Flow Map (D)
- Summarize
- Predictions

### Techniques
- Launch Buttons
- 1-Step Directions
- Pause ‘Til Completion
- Classroom Olympics
- Mirror Q & D

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Unit Planner

PEAK Post-Instruction Unit Planner
After the Unit Focused Instruction and before the Assessment

Unit:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Strategy</th>
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<tbody>
<tr>
<td>drip Possibilities</td>
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Drip & DRIP Possibilities before the Assessment

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<th>Topic</th>
<th>Strategy</th>
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Drip & DRIP Possibilities after the Assessment

<table>
<thead>
<tr>
<th>Topic</th>
<th>Strategy</th>
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</table>

Pre & Focused Instruction

<table>
<thead>
<tr>
<th>Pre Instruction</th>
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<th>Focused &amp; Post Instruction</th>
<th>Focused &amp; Post Instruction</th>
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<tr>
<td>Posts Placed</td>
<td>Posters Placed</td>
<td>Concept Bundles</td>
<td>Metaphors and Analogies</td>
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<td>Verbal Repeating</td>
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<td>Conceptual Cards</td>
<td>Multi-Flow Map (D)</td>
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<td>Choral Repetition</td>
<td>Choral Repetition</td>
<td>Construct T-Charts</td>
<td>No Peeking (D)</td>
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<td>Song/Chant</td>
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<td>Defending Preferences</td>
<td>Partner Review</td>
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<td>PEAK Concepts Card Start</td>
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<td>Word Stretch</td>
<td>Word Stretch</td>
<td>Dice Game</td>
<td>Search and Rescue</td>
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<td>Student-Dev. Posters</td>
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<td>TIPS</td>
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<td>Flow Chart</td>
<td>Survivor</td>
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<td>Table Talk</td>
<td>Table Talk</td>
<td>Flow Map</td>
<td>Table Jam</td>
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<td>Vocab Cards Start</td>
<td>Vocab Cards Start</td>
<td>Four Ways</td>
<td>Table Races</td>
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<td>Dice Game</td>
<td>Dice Game</td>
<td>Give ‘n Get</td>
<td>Team Huddle</td>
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<td>Give ‘n Get</td>
<td>Give ‘n Get</td>
<td>Icons</td>
<td>Time Olympics</td>
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<tr>
<td>Team Huddle</td>
<td>Team Huddle</td>
<td>Interactive Notes</td>
<td>Total Recall</td>
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<td>Vanishing Consent</td>
<td>Vanishing Consent</td>
<td>Vocabulary Cards</td>
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Additional Strategies

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<td>Post</td>
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<td>Summarize</td>
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<td>Predictions</td>
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<td>Techniques</td>
<td>Pre</td>
<td>Post</td>
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<tr>
<td>Launch Buttons</td>
<td>Pre</td>
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<td>1-Step Directions</td>
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<td>Post</td>
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<td>Pause ‘Til Completion</td>
<td>Pre</td>
<td>Post</td>
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<tr>
<td>Classroom Olympics</td>
<td>Pre</td>
<td>Post</td>
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<tr>
<td>Mirror Q &amp; D</td>
<td>Pre</td>
<td>Post</td>
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## Unit Planner

### PEAK Unit Planner

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Date:</th>
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**Reminders**
- Develop and share an assessment map at the start of the unit and also the instruction and practice items at the start. Use appropriate support stations as needed.
- Process-based – minimum of answer or solution stations; fact-based – minimum of hint or information stations. Delay test until mastery. Provide adequate support stations and systems to eliminate going over warm-ups, homework and assessments. Manage time, not numbers.

**New Objectives (not to require more than 3 objectives or 3 to 5 days of instruction)**
- Topics with verbs indicating assessment

**Pre Instruction from future Units to be included and how for each (Clouds, Sprinkles and Showers)**
- Topics
- How for each and when (Day 1, 2, or 3?)

**Distributed Practice & ID**
- Topics
- How Practiced/Interacted?
- Included on Unit Assessment?

### Unit Daily Plans

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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<tbody>
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**Instr. Comp. Warm Up**
- Topics
- Time:
- Time:
- Time:
- Time:
- Time:

**Independent Practice**

<table>
<thead>
<tr>
<th>Pre Instruction</th>
<th>Focused Instruction</th>
<th>Focused &amp; Post Instruction</th>
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<td>Concept Bundles</td>
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<td>Poster Observations</td>
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<td>Conceptual T-Charts</td>
<td>Flow Map (D)</td>
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<td>Quick Learning</td>
<td>Interactive Notes</td>
<td>Defending Preferences</td>
<td>Summarize</td>
</tr>
<tr>
<td>Example Observations</td>
<td>Copy Me Teaching</td>
<td>Depictions</td>
<td>Predictions</td>
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<tr>
<td>See, Hear, Say, Write It</td>
<td>TRQ</td>
<td>Deuces Wild</td>
<td>Techniques</td>
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<td>Choral Repetition</td>
<td>T-Chart or Π Table</td>
<td>Dice Game</td>
<td>Launch Buttons</td>
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<tr>
<td>Song/Chant</td>
<td>Gallery Walk Notes</td>
<td>Five Liners</td>
<td>1-Step Directions</td>
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<td>PEAK Concept Cards Start</td>
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<td>Flow Chart (P)</td>
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<td>Four Two-One</td>
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<td>Dice Game</td>
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<tr>
<td>Focused &amp; Post Instruction</td>
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</tbody>
</table>

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Lesson Flow

The example lesson flow below is strewn with optional components, and is presented in one of many possible orders. There are essential critical attributes, and there are many options for sequence and combinations.

Example Lesson Flow

1. Students enter, socialize calmly and prepare to begin class.
2. Bell rings to start class.
3. Warm up activity begins the students’ minds functioning in the content area. It should be so easy it will not be gone over. It can be any of the following:
   a. Prompts, questions and problems representing assorted topics that were mastered in the past to warm up and increase speed. A super easy drip
   b. Copying formulas, diagrams, charts or pictures over and over that will be taught in the future to generate awareness without strain or feelings of stupidity. A super easy sprinkle/shower
4. Guided Sprinkle or light Shower of future content. (optional here)
5. Revisiting of the previous lesson – a drip to Drip. This should be open-ended enough to challenge race horses, be doable by struggling learners, and allow for students who were absent to learn. It might include methods such as the following:
   a. Students work in collaborative groups making sure everyone can do and explain any problems or questions from last night’s homework or yesterday’s independent practice.
   b. Students generate lists, drawings, charts, concept or mind maps, thinking maps or physical representations representing what was addressed previously.
6. Incremental Development, next step activity with the previous topic(s). (Drip, DRip, DRip, or DRIP)
7. Sprinkle or a light to medium Shower of a future topic. (optional here)
8. Soak – Focused Instruction of a well sprinkled and showered “Current Stuff” topic … the Focus of the Day including processing, practice and/or interaction activity for learning and for formative assessment (monitoring/checking) by the teacher.
9. Guided and Independent Practice. (Soak practice, drip, Drip, DRip, DRIp or DRIP)
11. Home Independent Practice with Support (optional) (drip, Drip, DRip, DRIp or DRIP, or, if appropriate, independent but supported reading, investigation, or application).

Critical Attributes

Great lessons …

1. Start easy, with students warming up and feeling successful.
2. End easy with a cool down that fosters students exiting feeling successful.

3. Include
   a. Distributed Practice and Incremental Development – revisiting of prior content (“Old Stuff”) to reinforce and/or incrementally develop important content.
   b. Pre-instruction in small segments of future topics (“Future Stuff”) to build awareness prior knowledge and solid foundations.
   c. Focused Instruction (Soaking of “Current Stuff,” previously pre-instructed as “Future Stuff”)

4. Include movement periodically to increase energy and learning.

5. Incorporate learning-supported processing and correct practice and interactions.
Basic Daily Lesson Plan

REALLY EASY Warm Up, Very Old Stuff or Future Stuff

Old Stuff
drips, Drips and DRIPS

Current Stuff
The basics were already taught &
the depth will be done in Drips and DRIPS

Future Stuff
Clouds, Sprinkles and Showers
REALLY EASY Cool Down

When planning lessons, incorporate three critical components: 1. Distributed Practice and Incremental Development with content from previous units, 2. Current or new content for the main, focused instruction for the lesson, and 3. Incremental Development with content from future units.
Lesson Planner

Including "old stuff," "current stuff," and "future stuff" in planning helps to ensure we are spreading the curriculum. This planner includes the basics of what, how and how supported.

### PEAK Beginning Daily Lesson Planner

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Stuff</td>
</tr>
<tr>
<td>Warm Up – Easy &amp; from previous units</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Current Stuff</td>
</tr>
<tr>
<td>Revisiting previous lesson(s) of this unit</td>
</tr>
<tr>
<td>Future Stuff</td>
</tr>
<tr>
<td>How students will interact with it.</td>
</tr>
<tr>
<td>Support Station</td>
</tr>
<tr>
<td>Independent Practice</td>
</tr>
<tr>
<td>Follow Through Activity Tomorrow</td>
</tr>
<tr>
<td>Support Station</td>
</tr>
</tbody>
</table>

### Pre Instruction
- Listen Processing
- Writing
- Poster Observations
- Policy Learning
- Example Demonstrations
- See, Read, Do, Write It
- Choral Repetition
- Song/Chant
- PEAK Concept Cards
- Start Word Splash
- Early Physical Reps
- TRQ
- Table Jam
- Traffic Lights – Start
- Roll of the Dice
- Team Huddle
- Give 'n' Get
- Search and Rescue
- Vanishing Content

### Focused Instruction
- Step-Up Processing
- Response Journals
- Written Explanations
- Interactive Notes
- Copy Me Teaching
- TRQ
- T-Charts
- Gallery Walk Notes
- Focused & Post Instruction
  - 4-2-1 (P)
  - Alphabet Boxes (D)
  - Bubble & Circle Map (O)
  - Compare Contrast
  - Carousel Graffiti
  - Cartoon Conversations
  - Vocabulary cards

### Focused & Post Instruction
- Concept Bundles
- Concept Cards
- Conceptual T-Charts
- Defending Preferences
- Depictions
- Deuces Wild
- Dice Games
- Five Liners
- Flow Chart (P)
- Flow map
- Four-Two-One
- Four Ways
- Give 'n' Get
- Icons
- Interactive Notes
- Vocabulary cards

### Focused & Post Instruction
- Metaphors and Analogies
- Multi Flow Map (O)
- No Peeking (D)
- Partner Review
- Physical Representations
- Search and Rescue
- Student-Dev. Posters
- Survivor
- Table Jam
- Table Razes
- Team Huddle
- Time Olympics
- Total Recall
- Vocabulary Cards

### Additional Strategies
- Foldables®
- Dice, Bubble Map
- Flow Map (O)
- Summarize
- Predictions

### Techniques
- Launch Buttons
- 3-Step Directions
- Pause 'n' Completion
- Classroom Olympics
- Minor Q & D

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# Lesson Planner

## PEAK Lesson Planner

**Flex as needed to ensure student success**

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Phase</th>
<th>Specifics</th>
<th>Possible Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 to 10 mins</td>
<td>Warm up or Bell Ringer (Drip)</td>
<td>Typically distributed practice prompts questions or problems – may or may not build in incremental development relatively easy and comprised of from previous units</td>
<td>- 3-8 questions from old content&lt;br&gt; Use with &quot;Old&quot; objectives on the next assessment</td>
</tr>
<tr>
<td>½ to 2 mins</td>
<td>Sprinkle</td>
<td>Sprinkle of Future content</td>
<td>- Choral repetition&lt;br&gt; - Tell 5 people&lt;br&gt; - See it, Hear it, Say it&lt;br&gt; - Word Splash over essential terms of a future unit</td>
</tr>
<tr>
<td>5 to 10 mins</td>
<td>Drip</td>
<td>Focus on previous content and/or home fun. Learning support stations should be included.</td>
<td>- Talk about content positive&lt;br&gt; - Processing Loops&lt;br&gt; - Team Huddle&lt;br&gt; - Partner Review</td>
</tr>
<tr>
<td>5 to 20 mins</td>
<td>Soak</td>
<td>Soak of new content from the current unit, with a 1 minute &quot;frame&quot;</td>
<td>- Aligned with &quot;New&quot; objectives on assessment&lt;br&gt; - Processing Loops should come after each item you want them to remember and at least 1 processing loop every 5 minutes</td>
</tr>
<tr>
<td>5 to 10 mins</td>
<td>Shower</td>
<td>Shower of future content</td>
<td>- More in-depth than a sprinkle&lt;br&gt; - Vanishing Vocabulary&lt;br&gt; - Word Splash going a little deeper</td>
</tr>
<tr>
<td>5 to 20 mins</td>
<td>Soak</td>
<td>Soak of new content from the current unit, with a 1 minute &quot;frame&quot;</td>
<td>- Aligned with &quot;New&quot; objectives on assessment&lt;br&gt; - Processing Loops should come after each item you want them to remember and at least 1 processing loop every 5 minutes</td>
</tr>
<tr>
<td>½ to 2 mins</td>
<td>Sprinkle, Shower, or Drip Transition</td>
<td>Sprinkle or shower future content or quickly drip past content</td>
<td>- Used as closure for today's lesson and at the same time, it connects to an old essential learning and/or a future essential learning</td>
</tr>
</tbody>
</table>

### Preinstruction
- Posters Placed
- Virtual Speaking
- Post Consequence
- Post Consequence
- Example Observations
- See, Hear, Say, Write
- Check, Record
- Tug/Chain
- PEAK Concept Cards
- Story
- Word Search
- Early Physical Rep.
- TK Jam
- Vocabulary Cards - Start
- Dox Game
- Mean Huddle
- Give 'n' Get
- Seek and Rescue
- Vanishing Vocabulary

### Focused Instruction
- Simple Step Processing
- Descriptive Journals
- Interactive Notes
- Copy My Teaching
- TRC
- T-Chart or F Chart
- Gallery Walk Notes

### Focused & Post Instruction
- Concept Bundles
- Concept Cards
- Conceptual T-Charts
- Defending Preferences
- Depictions
- Devices
- Wild Dice Game
- Five Ivers
- Flow Chart (P)
- Flow Map
- Four Two One
- Four Ways
- Give 'n Get
- Icons
- Interactive Notes
- M-4-2-1 (P)

### Focused & Post Instruction
- Metaphors and Analogies
- Multi-Flow Map (D)
- No Peeking (D)
- Partner Review
- Physical Representations
- Search and Rescue
- Student, Dev. Posters
- Survivor
- Table Jam
- Table Races
- Team Huddle
- Time Olympics
- Total Recall
- Vocabulary Cards

### Additional Strategies
- Foldable
- Dole: Bubble Map
- Flow Map (D)
- Summary
- Predictions
- Techniques
- Launch Buttons
- 1-Step Directions
- Pause 30' Completion
- Classroom Olympics
- Mirror Q & D

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Visit www.peaklearningsystems.com to license this book in PDF or Paperback formats.
This version of the lesson planner is meant to actually explain many subtleties as well as model possibilities for personalizing a system that will work for you. The big word here is FLEX! Change the times ... change the order ... change it to make it work for you WHILE STILL KEEPING THE CRITICAL ATTRIBUTES IN PLACE! Don’t feel that every square has to be filled in for every lesson. The planner is not meant to be rigid. It is merely a tool to help ensure that distributed practice and incremental development occur with lessons.

Again ... the times here are meant to model what’s possible and not a single order that must exist in every lesson. Some teachers love to list specific times in their lessons and others might leave this entire section blank. The point that’s crucial is that sprinkles and drips can be very short - a minute or less - so long as they are purposefully planned in advance.

This list is just the tip of the iceberg! Teaching for Excellence has many more tools and strategies form other workshops or trainings that can be added as well. (Consider running the strategies through the filter of the Six Keys! See Chapter 2 for suggestions about using the Six Keys)

What’s cool about this section are the suggestions for how to incorporate specific strategies for a sprinkle or which activities might work for a soak or a drip. Strategies can be added to this list as they are found to be effective in a safe learning environment. What we’re hoping for is a user friendly template that will work in a multitude of ways.

Warm-ups are easy old stuff, not the material from the day before. Warm-ups should be long enough to keep ALL students working successfully until time is called. What’s NOT included in a warm-up is time to “go over” the material. It’s old. They know it! Move on to the next phase! (Besides, your Learning Support Station took care of any question they had DURING the warm-up)

Look for good reminders about framing new lessons, including processing loops and much more. Strategy ideas are mixed in with critical attributes of sprinkles, showers, soaks and drips ... there’s a lot of information in this one page. It’s worth spending some time here thinking about how this page might work for you.
Lesson Planner

Some planners act as a guide to remind us of important things to consider as we plan. Not all the boxes need to be completed to be effective for planning.

**PEAK Lesson Planner**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reminders</td>
<td>Develop and share 1 assessment form at the start of the unit, and also the instruction and practice/interaction items at the start. Provide adequate support stations and systems to eliminate going over warm-ups, homework, and assessments. For declarative knowledge, use at least information resources and hint support stations and consider guided information resource also. For procedural, use at least answer and solution stations. Delay tests until mastery. Manage time, not numbers.</td>
</tr>
<tr>
<td>Pre Instruction Content:</td>
<td>Clouds, Sprinkles and Showers</td>
</tr>
<tr>
<td>DP &amp; ID Topics</td>
<td></td>
</tr>
<tr>
<td>Announcements, Materials, &amp;/or Opening</td>
<td>Time</td>
</tr>
<tr>
<td>Warm-Up Topics/Items</td>
<td>Time</td>
</tr>
<tr>
<td>Home Practice/Interactions</td>
<td>Accountability Strategies (Use USA TIPS – do NOT go over Homework &amp; Tests)</td>
</tr>
<tr>
<td>Instructional Component</td>
<td>What Topic(s)</td>
</tr>
<tr>
<td>Pre Inst. (Cloud, Sprinkle or Showers)</td>
<td></td>
</tr>
<tr>
<td>Focused Instr. (New &amp; Old) Lab</td>
<td></td>
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<tr>
<td>Post Inst. (DP &amp; ID)</td>
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<td>Time</td>
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<td>Time</td>
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<tr>
<td>Practice/Interactions</td>
<td>Home Fun</td>
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<tr>
<td>Pre Instruction</td>
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<tr>
<td>o Posters Placed</td>
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<tr>
<td>o Verbal Seedling</td>
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<td>o Poster Quiz/Quiz</td>
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<tr>
<td>o Post Quiz</td>
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<td>o Early Physical Raps (EP-R)</td>
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<td>o T.RO.</td>
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<tr>
<td>o Table Jam</td>
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<tr>
<td>o Vocabulary Cards – Start</td>
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<tr>
<td>o Dice Game</td>
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<tr>
<td>o Team Huddle</td>
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<tr>
<td>o Give ‘n’ Get</td>
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<tr>
<td>o Search and Rescue</td>
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<td>o Vanishing Content</td>
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<tr>
<td>Focused Instruction</td>
<td></td>
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<tr>
<td>o Single Step Process</td>
<td></td>
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<tr>
<td>o Response Process</td>
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<tr>
<td>o Warm-up Process</td>
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<tr>
<td>o Warm-up Notes</td>
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<td>o Copy No. Section</td>
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<td>o TRO</td>
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<tr>
<td>o T-Charts or T Chart</td>
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<tr>
<td>o Gallery Walk Notes</td>
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</tr>
<tr>
<td>Focused &amp; Post Instruction</td>
<td>4-2-1 (P)</td>
</tr>
<tr>
<td>o Alphabet Boxes (D)</td>
<td></td>
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<tr>
<td>o Table &amp; Circle Map (D)</td>
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<tr>
<td>o Compare Concept</td>
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<tr>
<td>o Carousel Graphic</td>
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<tr>
<td>o Cartoon Conversations</td>
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<tr>
<td>o Vocabulary Cards</td>
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<td>Focused &amp; Post Instruction</td>
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<tr>
<td>o Concept Bundles</td>
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<td>o Concept Cards</td>
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<td>o Conceptual T-Charts</td>
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<tr>
<td>o Defining Preferences</td>
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<td>o Depictions</td>
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<td>o Descriptive</td>
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<td>o Dice Game</td>
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<td>o Five Liners</td>
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<td>o Flow Chart (P)</td>
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<td>o Flowmap</td>
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<td>o Four Two One</td>
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<td>o Four Ways</td>
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<td>o Give ‘n’ Get</td>
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<td>o Icons</td>
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<td>o Interactive Notes</td>
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<td>o M-4-2-1 (P)</td>
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<tr>
<td>Focused &amp; Post Instruction</td>
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<tr>
<td>o Metaphors and Analogies</td>
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<tr>
<td>o Multi-Flow Map (D)</td>
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<tr>
<td>o No Peeking (D)</td>
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<tr>
<td>o Partner Review</td>
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<tr>
<td>o Physical Representations</td>
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<tr>
<td>o Search &amp; Rescue</td>
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<td>o Student Dev. Posters</td>
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<td>o Survive</td>
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<td>o Table Jam</td>
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<td>o Table Races</td>
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<td>o Team Huddle</td>
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<td>o Time Olympics</td>
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<td>o Total Recall</td>
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<td>o Vocabulary Cards</td>
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<tr>
<td>Additional Strategies</td>
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<td>o Foldables</td>
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<td>o Dile. Bubble Map</td>
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<td>o Flow Map (D)</td>
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<td>o Summarize</td>
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<td>o Predictions</td>
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<td>o Techniques</td>
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<tr>
<td>o Launch Buttons</td>
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<tr>
<td>o 1-Step Directions</td>
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<td>o Pause ‘til Completion</td>
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<tr>
<td>o Classroom Olympics</td>
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<tr>
<td>o Mirror Q &amp; D</td>
<td></td>
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</tbody>
</table>
Lesson Planner

PEAK Daily Lesson Planner – Simple Generic

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique I'm Practicing</td>
<td></td>
</tr>
<tr>
<td>Day’s Target Vocabulary</td>
<td>Words they need to see, say and ...</td>
</tr>
<tr>
<td>Content</td>
<td>Notes, Clouds, Sprinkles, Showers, Soaks and drip, Drip or DRIPS – What Content, What Strategy. Plan ways to keep students “doing things right” – Learning Support Stations, Expert Coaches, or ...</td>
</tr>
<tr>
<td>Announcements and/or Opening</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
</tr>
</tbody>
</table>

### Pre Instruction
- Poster Placed
- Verbal Learning
- Poster Observations
- Poster Learning
- Example Observations
- See, Hear, Say, Write It
- Choral Repetition
- Song/Chant
- PEAK Concept Cards’ Study
- Word Sleuth
- Easy Physical Reps
- TRQ
- Table Jam
- Vocab. Cards Start
- Dice Game
- Team Huddle
- Give ‘n Get
- Search and Rescue
- Vanishing Content

### Focused Instruction
- Single Step Processing
- Response Journals
- Written Explanations
- Interactive Notes
- Copy Work Teaching
- TRQ
- T-Chart or n: Chart
- Gallery Walk Notes
- 4-2-1 (P)
- Alphabet Boxes (D)
- Bubble & Circle Map (D)
- Compare Contrast
- Carousel Graffiti
- Cartoons
- Vocabulary cards

### Focused & Post Instruction
- Concept Bundles
- Concept Cards
- Conceptual T-Charts
- Defining Preferences
- Depictions
- Decision Wild
- Dice Game
- Five Lines
- Flow Chart (P)
- Flow Map
- Four-Two-One
- Four Ways
- Give ‘n Get
- Icons
- Interactive Notes
- M-4-2-1 (P)

### Focused & Post Instruction
- Metaphors and Analogies
- Multi-Flow Map (D)
- No Peeking (D)
- Partner Review
- Physical Representations
- Search and Rescue
- Student-Dev. Posters
- Survivor
- Table Jam
- Table Races
- Team Huddle
- Time Olympics
- Total Recall
- Vocabulary Cards

### Additional Strategies
- Foldable
- Bible, Bubble Map
- Flow Map (D)
- Summarize
- Predictions
- Techniques
- Launch Buttons
- 1-Step Directions
- Pause ‘til Completion
- Classroom Olympics
- Mirror Q & D

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### Lesson Planner

#### PEAK Daily Lesson Planner – Simple Generic II (July, 2011)

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Technique I’m Practicing</td>
<td></td>
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<tr>
<td>Day’s Target Vocabulary</td>
<td>Words they need to see, say and ...</td>
</tr>
<tr>
<td>Content</td>
<td>Notes:</td>
</tr>
<tr>
<td><strong>Announcements and/or Opening</strong></td>
<td></td>
</tr>
<tr>
<td>Warm Up (Easy, no need to go over, old material, more questions than can be completed, Scrambled Answer Station, Work ’til time called)</td>
<td>LSS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LSS</th>
<th>Cloud</th>
<th>□</th>
<th>□</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
<td>Sprinkle</td>
<td>□</td>
<td>Shower</td>
<td>Current Unit DP/ID</td>
<td>New Lesson Soak</td>
<td>□</td>
<td>DP or □ ID from Prev. Units</td>
</tr>
<tr>
<td>LSS</td>
<td>Cloud</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
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<tr>
<td></td>
<td>□</td>
<td>Sprinkle</td>
<td>□</td>
<td>Shower</td>
<td>Current Unit DP/ID</td>
<td>New Lesson Soak</td>
<td>□</td>
<td>DP or □ ID from Prev. Units</td>
</tr>
<tr>
<td>LSS</td>
<td>Cloud</td>
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<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td></td>
<td>□</td>
<td>Sprinkle</td>
<td>□</td>
<td>Shower</td>
<td>Current Unit DP/ID</td>
<td>New Lesson Soak</td>
<td>□</td>
<td>DP or □ ID from Prev. Units</td>
</tr>
</tbody>
</table>

| Practice / Home Fun/Work | |
| LSS | |

#### Pre Instruction
- Poster Placed
- Verbal Seeding
- Poster Observations
- Pair Learning
- Example Observations
- See, Hear, Say, Write It
- Choral Repetition
- Song/Chant
- Concept Cards’ Start
- Word Splash
- Early Physical Reps
- TRQ
- Table Jam
- Vocab. Cards – Start
- Dice Game
- Team Huddle
- Give ‘n Get
- Search and Rescue
- Vanishing Content

#### Focused & Post Instruction
- Single Steps Processing
- Response Journals
- Written Conclusions
- Interactive Notes
- Copy Me Teaching
- TRQ
- T-Chart or n-Chart
- Gallery Walk Notes
- Sprinkle – talk about graphic characteristics
- Shower – talk about graphic content

#### Focused & Post Instruction
- 4-2-1 (P)
- Alphabet Boxes (D)
- Bubble & Circle Map (D)
- Compare Contrast
- Carousel Graffiti
- Cartoon Conversations

#### Focused & Post Instruction
- Vocabulary cards
- Concept Bundles
- Concept Cards
- Conceptual T-Charts
- Defending Preferences
- Depictions
- Deuces Wild
- Dice Game
- Five Liners
- Flow Chart (P)
- Flow map
- Four-Two-One
- Four Ways
- Give ‘n Get
- Icons
- Interactive Notes
- M-4-2-1 (P)

#### Focused & Post Instruction
- Metaphors and Analogies
- Multi-Flow Map (D)
- No Peeking (D)
- Partner Review
- Physical Representations
- Search and Rescue
- Student Dev. Posters
- Survivor
- Table Jam
- Table Races
- Team Huddle
- Time Olympics
- Total Recall
- Vocabulary Cards

#### Additional Strategies
- Foldable®
- Dble. Bubble Map
- Flow Map (D)
- Summarize
- Predictions

#### Techniques
- Launch Buttons
- 1-Step Directions
- Pause ’til Completion
- Classroom Olympics
- Mirror Q & D

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**Lesson Planner**

**PEAK Daily Lesson Planner – Simple Generic II (July, 2011)**

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Technique I’m Practicing</td>
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</tr>
<tr>
<td>Day’s Target Vocabulary</td>
<td>Words they need to see, say and ...</td>
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<tr>
<td>Lesson Flow</td>
<td>Notes:</td>
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</table>

<table>
<thead>
<tr>
<th>Pre Instruction</th>
<th>Focused Instruction</th>
<th>Focused &amp; Post Instruction</th>
<th>Focused &amp; Post Instruction</th>
<th>Additional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posters Placed</td>
<td>Single Step Processing</td>
<td>Vocabulary cards</td>
<td>Metaphors and Analogies</td>
<td>Foldable&lt;sup&gt;®&lt;/sup&gt;</td>
</tr>
<tr>
<td>Oral Seeding</td>
<td>Response Journals</td>
<td>Concept Bundles</td>
<td>Multi-Flow Map (D)</td>
<td>Dble. Bubble Map</td>
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<tr>
<td>Poster Observations</td>
<td>Interactive Notes</td>
<td>Concept Cards</td>
<td>No Peeking (D)</td>
<td>Flow Map (D)</td>
</tr>
<tr>
<td>Poster / Grouping</td>
<td>Copy Me Teaching</td>
<td>Conceptual T-Charts</td>
<td>Partner Review</td>
<td>Summarize</td>
</tr>
<tr>
<td>Example Observations</td>
<td>TRQ</td>
<td>Defending Preferences</td>
<td>Physical Representations</td>
<td>Predictions</td>
</tr>
<tr>
<td>See, Hear, Sit, Write It</td>
<td>T-Chart or π Chart</td>
<td>Depictions</td>
<td>Search and Rescue</td>
<td>Student-Dev. Posters</td>
</tr>
<tr>
<td>Choral Repetition</td>
<td>Gallery Walk Notes</td>
<td>Deuces Wild</td>
<td>Survivor</td>
<td>Survivor</td>
</tr>
<tr>
<td>Song/Chant</td>
<td>Sprinkle – talk about graphic characteristics</td>
<td>Dice Game</td>
<td>Table Jam</td>
<td>Table Jam</td>
</tr>
<tr>
<td>Concept Cards / Start</td>
<td>Shower – talk about graphic content</td>
<td>Five Liners</td>
<td>Table Races</td>
<td>Team Huddle</td>
</tr>
<tr>
<td>Word Splash</td>
<td></td>
<td>Flow Chart (P)</td>
<td>Time Olympics</td>
<td>Time Olympics</td>
</tr>
<tr>
<td>Early Physical Reps</td>
<td></td>
<td>Flow map</td>
<td>Total Recall</td>
<td>Total Recall</td>
</tr>
<tr>
<td>TRQ</td>
<td></td>
<td>Four-Two-One</td>
<td></td>
<td>Vocabulary Cards</td>
</tr>
<tr>
<td>Table Jam</td>
<td></td>
<td>Four Ways</td>
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<tr>
<td>Vocab. Cards – Start</td>
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<td>Give ‘n Get</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dice Game</td>
<td></td>
<td>Icons</td>
<td></td>
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<tr>
<td>Team Huddle</td>
<td></td>
<td>Interactive Notes</td>
<td></td>
<td></td>
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<tr>
<td>Give ‘n Get</td>
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<td>M-4-2-1 (P)</td>
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<tr>
<td>Search and Rescue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vanishing Content</td>
<td></td>
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</tr>
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</table>

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# Lesson Planner

## PEAK Lesson Planner

**Flex as needed to ensure student success**

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Phase</th>
<th>Specifics – Student notebooks are organized by topic first, then by date</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 to 10 mins.</td>
<td>Warm Up</td>
<td>Typically distributed practice prompts, questions or problems – it may or may not build in incremental development. It is relatively easy, supported by appropriate support stations for all students to be successful, and comprised of content from the previous units.</td>
<td></td>
</tr>
<tr>
<td>¾ to 2 mins.</td>
<td>Sprinkle, Shower or Drip Transition</td>
<td>Sprinkle or shower future content or quickly drift past content</td>
<td></td>
</tr>
<tr>
<td>5 to 10 mins.</td>
<td>Activity</td>
<td>Focus on the Previous Day(s) Content and/or Home Fan Verification, Coaching, and Accountability. Support stations.</td>
<td></td>
</tr>
<tr>
<td>¾ to 2 mins.</td>
<td>Sprinkle, Shower or Drip Transition</td>
<td>Same specifics as above, but possibly different content</td>
<td></td>
</tr>
<tr>
<td>5-20 mins.</td>
<td>SOAK, or next Soak Stage of New/Next Topic</td>
<td>Provide well-framed instruction, or next step instruction, of a previously introduced topic with: - Copy Me Teaching - Students doing exactly (not similar) tasks before doing similar tasks - Guided additional practice that is monitored to ensure the practice is being done correctly - Incrementally developed next steps with strategies such as A-P-A-L</td>
<td></td>
</tr>
<tr>
<td>1 to 3 mins.</td>
<td>Sprinkle, Shower or Drip Transition</td>
<td>Same specifics as above, but possibly different content</td>
<td></td>
</tr>
<tr>
<td>5-20 mins.</td>
<td>SOAK, or next Soak Stage of New/Next Topic 2</td>
<td>Provide well-framed instruction, or next step instruction, of a previously introduced topic with: - Copy Me Teaching - Students doing exactly (not similar) tasks before doing similar tasks - Guided additional practice that is monitored to ensure the practice is being done correctly - Incrementally developed next steps with strategies such as A-P-A-L</td>
<td></td>
</tr>
<tr>
<td>¾ to 2 mins.</td>
<td>Sprinkle, Shower or Drip Transition</td>
<td>Same specifics as above, but possibly different content</td>
<td></td>
</tr>
<tr>
<td>3-7 mins.</td>
<td>Cool Down</td>
<td>Provide distributed practice and/or incremental development and/or practice of current content</td>
<td></td>
</tr>
<tr>
<td>Home Fun</td>
<td></td>
<td>Appropriately solutions, answers, examples, &amp; are provided as needed to ensure practice or exploration to done correctly for the targeted objectives</td>
<td></td>
</tr>
</tbody>
</table>

### Pre Instruction
- Poster Sequence
- Visual Scheduling
- Poster Observations
- Poster Learning
- Example Learning
- Label Activity
- Choral Repetition
- Song/Chant
- PEAK Concept Cards’ Agent
- Word Splash
- Early Physical Reps
- TRQ
- Table Jam
- Vocal Cards – Start
- Vanishing Content

### Instruction
- Response Instructions
- Written Explanations
- Interactive Notes
- Copy Me Teaching
- TRQ
- T-Charts or M Chart
- Gallery Walk Notes

### Focused & Post Instruction
- 4-2:1 (P)
- Alphabet Boxes (D)
- Bubble & Circle Map (D)
- Compare Contrast
- Carousel Graffiti
- Cartoon Conversations

### Focused & Post Instruction
- Concept Bundles
- Concept Cards
- Conceptual T-Charts
- Defending Preferences
- Depictions
- Deuces Wild
- Dice Game
- Five Liners
- Flow Map
- Four Two One
- Four Ways
- Give It Get
- Icons
- Interactive Notes
- M-4:2:1 (P)

### Focused & Post Instruction
- Metaphors and Analogies
- Multi-Flow Map (D)
- No Peeking (D)
- Parent Review
- Physical Representations
- Search and Rescue
- Student-Dev. Posters
- Survivor
- Table Jam
- Table Races
- Team Huddle
- Time Olympics
- Total Recall
- Vocabulary Cards

### Additional Strategies
- Foldable
- Flip, Bubble Map
- Flow Map (D)
- Summarize
- Predictions
- Techniques
- Launch Buttons
- 1-Step Directions
- Pause 'til Completion
- Classroom Olympics
- Mirror Q & D

---

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## Lesson Planner

### PEAK Lesson Planner
Flex as needed to ensure student success

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upcoming Formal Assessment New and DP Objectives:</td>
</tr>
<tr>
<td>Materials:</td>
</tr>
<tr>
<td>Supplies and other stuff to prepare:</td>
</tr>
<tr>
<td>Notes and other Important Things:</td>
</tr>
<tr>
<td>5 to 10 minutes</td>
</tr>
<tr>
<td>¾ to 2 minutes, each</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3-7 minutes</td>
</tr>
<tr>
<td>Home Run</td>
</tr>
</tbody>
</table>

### Pre Instruction
- Posters
- Visual Seeking
- Poster Observations
- Poster Learning
- Visual Observations
- Si, No, Maybe, Write It
- Choral Repeition
- Song/Choreography
- PEAK Concepts
- Start
- Word Splash
- Early Physical Reps
- TRQ
- Table Jam
- Visual, Cards – Start
- Vanishing Content

### Focuses Instruction
- Single Step Processing
- Response Journals
- Written Expressions
- Interactive Notes
- Copy Me Teaching
- T-Chart or It Chart
- Gallery Walk Notes

### Focused & Post Instruction
- Concept Bundles
- Concept Cards
- Conceptual T-Charts
- Defending Preferences
- Diagrams
- Deuces Wild
- Dice Game
- Five Liners
- Flow Chart (P)
- Flow Map
- Four-Two-One
- Four Ways
- Give ’n Get
- Icons
- Interactive Notes
- M-4-2-1 (P)

### Focused & Post Instruction
- Metaphors and Analogies
- Multi-Flow Map (D)
- No Peeking (D)
- Partner Review
- Physical Representations
- Search and Rescue
- Student-Dev. Posters
- Survivor
- Table Jam
- Table Races
- Team Huddle
- Time Olympics
- Total Recall
- Vocabulary Cards

### Additional Strategies
- Foldable
- Dojo. Bubble Map
- Flow Map (D)
- Summante
- Predictions
- Techniques
- Launch Burtons
- 1-Step Directions
- Pause till
- Completion
- Classroom Olympics
- Mirror Q & D

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Lesson Planner

This planner allows for identifying transitions and flexing during the lesson to use the transitions where they work best depending on the flow of the lesson.

**PEAK Lesson Planner**
Flex as needed to ensure student success

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Subject:</th>
<th>Date:</th>
<th>Topics:</th>
</tr>
</thead>
</table>

### Essential Question(s):

### Upcoming Formal Assessment New and DP Objectives:

### Materials:

### Supplies and other stuff to prepare:

### Notes and other important Things:

#### 5 to 10 minutes

<table>
<thead>
<tr>
<th>Warm Up</th>
<th>What?</th>
<th>How?</th>
<th>LSS?</th>
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</thead>
<tbody>
<tr>
<td>Transitions for the day. Cloud sprinkle of future topics, dip of earlier topics, or standard shifts between phases</td>
<td>1. What?</td>
<td>How?</td>
<td>LSS?</td>
</tr>
<tr>
<td>2. What?</td>
<td>How?</td>
<td>LSS?</td>
<td></td>
</tr>
</tbody>
</table>

#### 5 to 2 minutes each

| Processing activity from previous day’s lesson or home fun | What? | How? | LSS? |
| 1. (Instruction of a topic. What topics? What teacher? How delivered? How will students engage? How will closure be guided?) | Coaching support provided by: |

#### 0 to 10 minutes

<table>
<thead>
<tr>
<th>One or more blocks of 5-20 minutes each</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SOAK of a New Topic, or the next book stage of a new or next topic, or Project time, or Assessment time, or General plan for the day</td>
</tr>
<tr>
<td>Coaching support provided by:</td>
</tr>
</tbody>
</table>

#### 3-7 minutes

<table>
<thead>
<tr>
<th>Cool Down</th>
<th>What?</th>
<th>How?</th>
</tr>
</thead>
</table>

### Hot Fun

### Pre Instruction
- Posters Placed
- Verbal Seeding
- Post Observations
- Poster Learning
- Example Observations
- See, Hear, Say, Write It
- Choral Repetition
- Sing/Chant
- PEAK Concept Cards’ Start
- Word Splash
- Early Physical Res.
- TRQ
- Table Jam
- Vocab. Cards – Start
- Vanishing Content

### Focused Instruction
- Single Step Processing
- Response Journal
- Written Explanations
- Interactive Notes
- Copy Me Teaching
- TRQ
- Chart or R Chart
- Gallery Walk Notes

### Focused & Post Instruction
- 4-2-1 (P)
- Alphabet Boxes (D)
- Bubble & Circle Map (D)
- Compare Contrast
- Cartoon Conversations

### Focused & Post Instruction
- Concept Bundles
- Concept Cards
- Conceptual T-Charts
- Defending Preferences
- Depictions
- Deuces Wild
- Dice Game
- Five Lines
- Flow Chart (P)
- Flow Map
- Four-Two-One
- Four Ways
- Give ’n Get
- Icons
- Interactive Notes
- M-4-2-1 (P)

### Focused & Post Instruction
- Metaphors and Analogies
- Multi-Flow Map (D)
- No Peeking (D)
- Partner Review
- Physical Representations
- Search and Rescue
- Student-Dev. Posters
- Survivor
- Table Jam
- Table Races
- Team Hustle
- Time Olympics
- Total Recall
- Vocabulary Cards

### Additional Strategies
- Fold-able
- Dole Bubble Map
- Flow Map (D)
- Summarize
- Predictions
- Techniques
- Launch Buttons
- 1-Step Directions
- Pose ’til
- Competition
- Classroom Olympics
- Mirror Q & D

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# Lesson Planner

## Topic 5 Day Lesson Planner

**Flex as needed to ensure student success**

*All Boxes Do Not Always Need Filling*

### System Objectives:

### Current Essential Question(s):

### Materials:

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics to Cloud</td>
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<tr>
<td>Topic to Sprinkle</td>
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<tr>
<td>Sprinkle Strategies</td>
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<tr>
<td>Topics to Shower</td>
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<tr>
<td>Shower Strategies</td>
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</tr>
<tr>
<td>Topics to Soak</td>
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<tr>
<td>Soak Strategies</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Topics to drip, Drip, DRIP</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Drip Strategies:

### Pre Instruction:

- *Posters Placed*
- *Verbal Seeding*
- *Field Observations*
- *Nearby Observations*
- *See, Hear, Say, Write*
- *Choral Response*
- *Songs/Chants*
- *PEAK Concept Cards* Start
- *Word Spoons*
- *Early Physical Ropes*
- *TRQ*
- *Table Jars*
- *Vocab. Cards – Start*
- *Verbal Content*

### Focus & Post Instruction:

- *Concept Bundles*
- *Concept Cards*
- *Conceptual E-Charts*
- *Defining Preferences*
- *Depictions*
- *Diverse Wild*
- *Dice Game*
- *Fire Lights*
- *How Chart (P)*
- *How Map*
- *Four or Two One*
- *Four Wars*
- *Given It Get*
- *Interactive Notes*
- *M-3-2-1 (P)*

### Additional Strategies:

- *Foldable*
- *Dec. Bubble Map*
- *Flow Map (E)*
- *Summaries*
- *Predications*

### Techniques:

- *Launch Buttons*
- *1-Step Directions*
- *Pass to Completion*
- *Classroom Olympics*
- *Mirror Q & P*

### Pre Instruction:

- *Posters Placed*
- *Verbal Seeding*
- *Field Observations*
- *Nearby Observations*
- *Choral Repetition*
- *Songs/Chants*
- *PEAK Concept Cards* Start
- *Word Spoons*
- *Early Physical Ropes*
- *TRQ*

### Table Jars

### Vocab. Cards – Start
Lesson Planner

In planning, the topics and appropriate strategies are identified. This helps to avoid burnout by repeating the same strategies over and over again.

**PEAK 5 Day Lesson Planner**
Flex as needed to ensure student success – All Boxes Do Not Always Need Filling

<table>
<thead>
<tr>
<th>System Objectives:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Essential Question(s):</td>
<td></td>
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</table>

**Materials:**

<table>
<thead>
<tr>
<th>Lesson Phase – Flexibility with Phases is Expected</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important Things to Prepare</td>
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<tr>
<td>Notes</td>
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<tr>
<td>Warm Up or Introduction</td>
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<tr>
<td>Close</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Sprinkle, Shower, Dip or other Transition</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Focused on the Previous Day(s) Content and/or Home Fun Verification, Coaching, and Accountability areas...</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sprinkle, Shower, Dip or other Transition</td>
<td></td>
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</tr>
<tr>
<td>Scok or next Scok Stage of New/New Topic, Concept or Skill</td>
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<tr>
<td>Sprinkle, Shower, Dip or other Transition</td>
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<tr>
<td>Sprinkle, Shower, Dip or other Transition</td>
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<td></td>
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</tr>
<tr>
<td>Cool Down or other Closure</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Home Fun</td>
<td></td>
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</tbody>
</table>
Lesson Planner

Vocab 5 Day Lesson Planner
Flex as needed to ensure student success – All Boxes Do Not Always Need Filling

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Vocabulary</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Words to Cloud</td>
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### Daily Curriculum Planner for Clouds, Sprinkles, Showers and Drips

#### Unit: Clouds, Sprinkles and Showers

<table>
<thead>
<tr>
<th>Concept</th>
<th>Date(s)</th>
<th>Techniques in Practice</th>
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<tbody>
<tr>
<td>Cartoon Constructions</td>
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<td>Expense Reports</td>
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<td>Flow Maps</td>
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<td>Physical Representations</td>
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<td>Reflection Essays</td>
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<td>Student &amp; Development</td>
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<td>Survivor</td>
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<td>Table Races</td>
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<td>Total Recall</td>
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<tr>
<td>Vocabulary Cards</td>
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</table>

#### Pre Instruction
- Posters Placed
- Verbal Seeding
- Poster Learning
- Example Observations
- See, Hear, Say, Write It
- Choral Repetition
- Song/Chant
- PEAK Concept Cards’ Start
- Word Splash
- Early Physical Reps
- TRQ
- Table Jam
- Vocab. Cards – Start
- Vanishing Content

#### Focused Instruction
- Single Step Processing
- Response Journals
- Written Explanations
- Interactive Notes
- Copy Me Teaching
- TRQ
- T-Chart or V-Chart
- Gallery Walk Notes

#### Focused & Post Instruction
- 4-2-1 (P)
- Alphabet Boxes (D)
- Bubble & Circle Map (D)
- Compare Contrast
- Carousel Graffiti
- Cartoon Conversations
- Concept Bundles
- Concept Cards
- Conceptual T-Charts
- Defending Preferences
- Depictions
- Deuces Wild
- Dice Game
- Five Liners
- Flow Chart (P)
- Flow Map
- Four-Two-One
- Four Ways
- Give ‘n Get
- Icons
- Interactive Notes
- M-4-2-1 (P)
- Metaphors and Analogies
- Multi-Flow Map (D)
- No Peeking (D)
- Partner Review
- Physical Representations
- Search and Rescue
- Student-Dev. Posters
- Survivor
- Table Jam
- Time Olympics
- Total Recall
- Vocabulary Cards

#### Additional Strategies
- Foldable
- Double Bubble Map
- Flow Map (D)
- Summarize
- Predictions
- Launch Buttons
- 1-Step Directions
- Pause till Completion
- Classroom Olympics
- Mirror Q & D

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### Daily Curriculum Planner for Clouds, Sprinkles, Showers and Drips

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Expected Dates</th>
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<tbody>
<tr>
<td>Concepts</td>
<td>Clouds</td>
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<tr>
<td>Pre Instruction</td>
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<td>Focused Instruction</td>
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<tr>
<td>Focused &amp; Post Instruction</td>
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<tr>
<td>Additional Strategies</td>
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</table>

### Pre Instruction
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- Poster Observations
- Poster Learning
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- Song/Chart
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- Icons
- Interactive Notes
- M-4-2-1 (P)

### Additional Strategies
- Foldable
- Dble. Bubble Map
- Flow Map (D)
- Summarize
- Predictions

### Techniques
- Launch Buttons
- 1-Step Directions
- Pause ’til Completion
- Classroom Olympics
- Mirror Q & D
**Daily Practice Planner**
Be deliberate about planning practice for students. Incorporate several topics in the practice.

**PEAK Daily Practice Planner**
Guided, Independent, Supported Home Fun/Work

<table>
<thead>
<tr>
<th>CS³D³ ...</th>
<th>Attributes</th>
<th>Topic or Skill</th>
<th>Practice Items (Questions, Prompts, Problems...)</th>
<th>Type of Learning Support Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up  “d”</td>
<td>From the past – easy and fully supported</td>
<td></td>
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<tr>
<td>Current Lesson Soak</td>
<td>From the current lesson with complete learning support</td>
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<tr>
<td>Cool Down</td>
<td>Mostly from the current lesson – easy and fully supported. No one leaves on a miss.</td>
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</tr>
<tr>
<td>Current Unit DP &amp; ID (d and D)</td>
<td>DP and ID</td>
<td>From previous lessons in the current unit and with appropriate support</td>
<td></td>
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</tr>
<tr>
<td>Previous 1 or 2 Units DP and ID (d and D)</td>
<td>DP and ID</td>
<td>From previous 1 or 2 units for reinforcement and incremental development</td>
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<td></td>
</tr>
<tr>
<td>Just-in-Time, “All the Way Back” DP and ID (d, D, D and D’s and d’s of D’s)</td>
<td>DP and ID</td>
<td>From “All-the-Way Back” that is selected so that it is ...</td>
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<td></td>
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<td>- Just before students are about to forget</td>
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<td>- Something they will need in order to learn something coming up</td>
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<td></td>
<td></td>
<td>- Something they need to be accountable for again on the unit assessment</td>
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</tbody>
</table>
### PEAK Daily Practice Planner

<table>
<thead>
<tr>
<th>CS^3D^3 ...</th>
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</tbody>
</table>
CAUTION! Watch your step!

In a perfect world, we won’t see:

- Pacing based on discrete topics without overlap for incremental development and distributed practice
- Pacing guides used as pacing mandates putting pace of coverage as more important than learning
- Tests and other formal assessments or evaluations utilized at the end of the units rather than as celebrations of learning
- Highest achieving, motivated by school, students treated through the curriculum pace and measurements the same as low achieving, disenfranchised students
- Lessons that address one or two topics but take them beyond what many students are able to achieve
- Lessons and activities that are overly challenging for some and too slow or trivial for others
- Curriculum being addressed that is not aligned with system goals
- Vocabulary and formulas being introduced at the time the students are also expected to learn how to use them
IN A PERFECT WORLD

Curriculum Alignment: Designing Effective Units

Curriculum maps/plans and the taught curriculum are aligned to system and course expectations, incrementally developed and finally reinforced through distributed practice. In addition, background knowledge is effectively planned for and addressed.

Specifically, what we will see in a perfect world includes the following:

1. Classroom curriculum
   a. is designed backwards from system and course expectations.
   b. effectively addresses all essential background knowledge and other critical vocabulary and concepts.
   c. incorporates incremental development to build deep and lasting proficiency, understanding and retention
      - starting with pre-instruction of background knowledge, language, formulas, etc… in units prior to formal instruction within their units.
      - continuing with gradual development within the unit.
      - with continuing development through overlapping with future units until mastery levels are reached.
   d. effectively uses distributed practice for retention and effectively uses incremental development for building deep and broad learning by all students over time.

2. Pacing based on research-supported needs for incremental development and distributed practice to build deep and lasting learning.

3. Unit and lesson plans incorporate distributed practice from the point of mastery until the end of the course.

4. Pre-Instruction of important vocabulary and formulas.

5. Lesson plans effectively provide for reaching ongoing and culminating mastery.

6. Expectations (rubrics, content limits, score expectations, “criteria-for-credit”) are all clearly articulated.

7. Quizzes, tests, projects, assessments are all used to cause learning before evaluation provides scores.