# Student Guide – Answer Key

## Lesson 3.11: How Do Teachers Know What to Teach?

Name:

Date:

Bellringer:

Review:

Yesterday you reviewed the five Science of Learning principles. Consider the information you learned and answer the following questions.

1. Match the Science of Learning Principle with its definition.
2. Principle 1: Learning requires attending to the most important content.
3. Principle 2: Learning builds on prior knowledge.
4. Principle 3: Too much information at once can interfere with learning.
5. Principle 4: Learning requires cognitive engagement and should be effortful.
6. Principle 5: Practice and feedback are essential to move ideas permanently into long-term memory.

Focusing on a specific aspect of the environment. In a lesson, focusing on the important content to be learned. *A*

When students use their brains in the classroom – bringing important ideas into their working memory by being asked questions and completing tasks that make them think hard about a topic and make meaning. *D*

Failure to learn because too much information comes at students too fast, and the working memory can’t hold all of it at once. *C*

Trying a skill or task, especially one you haven’t yet mastered, to improve your performance, and then receiving information about your performance during practice with the purpose of improving student performance. *E*

Information or context a learner already has about a topic before they learn new information. *B*

1. How does overload interfere with learning new material?

*Cognitive overload occurs when there is too much information provided to a learner too quickly, which results in an inability to retain the most important content into working memory.*

1. Anticipate:

In today’s class you’ll learn about learning standards and how teachers know what they are supposed to teach. How do you think teachers know what students should be learning?

*This is an anticipatory question, so answers may vary. Students may include answers such as: Teachers know what to teach because the state board/school district/principal tells them. (Correct Answer is that standards provide the teacher with a guide for what to teach.*

Key Vocabulary:

Define the key term below.

|  |  |
| --- | --- |
| Standards | *An outline for what students will learn in each grade level or content area. In Texas, standards for K-12 classes are called Texas Essential Knowledge and Skills standards (TEKS).* |

Student Examples: The Reptile Room by Lemony Snicket

Students were asked to describe the setting of the Reptile Room from the text, based on the standard below. How does each example meet the standard? How could it be improved?

*Standard: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).*

**Student 1:** The Reptile Room was a large glass room filled with plants and reptiles.

*This example describes the setting but is not in-depth and could be improved with details from the story.*

**Student 2:** The Reptile Room was a large glass room with a high glass ceiling, Standing in it, you could see clearly to the grasses and gardens outside. Reptiles like lizards, snakes, and toads, as well as very unusual animals were kept in cages in neat rows. At the end of the rows of cages was a large bookshelf surrounded by tables chairs and reading lamps.

*This example describes the setting in-depth, but does not include the characters thoughts, words, or actions. It could be improved by including information from the text about how characters experience in The Reptile Room.*

**Student 3:** The room was a large glass room with a high glass ceiling, Standing in it, you could see clearly to the grasses and gardens outside. Reptiles like lizards, snakes, and toads, as well as very unusual animals were kept in cages in neat rows. At the end of the rows of cages was a large bookshelf surrounded by tables chairs and reading lamps. At first sight, the orphans all gasped in astonishment. They walked slowly and silently through the Reptile Room. Violet broke the long silence to say, "This is an amazing place."

*This is a strong example that fully meets the standard because it describes the setting in depth, with insight into the characters experience when walking through the Reptile Room.*

Aligning Activities to Standards:

Match the following lesson activities to the standard below.

Standard: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Lesson Activities:

1. Using quotes and details from the text, students will complete a character map to describe the main character of the novel the class has been reading. *(Example)*
2. Students will write an essay to describe how they would personally respond to the events in a story. *(Non-Example)*
3. Students preview the story and write down any unfamiliar vocabulary words. *(Non-Example)*
4. Students participate in a discussion about how the time and place of a story affected the main character’s decisions. *(Example)*
5. Students create a story timeline, using details from the text to show how a character changes throughout the story. *(Example)*

**Lesson Plan Review Graphic Organizer**

|  |  |
| --- | --- |
| **Lesson Title:**  | *Answers will vary throughout, depending on the student’s selection* |
| **Which TEKS are addressed in this lesson?** |  |
| **Evidence of TEKS being met within the lesson:**  | Please include a *minimum* of four examples of the TEKS being met within the lesson. Describe ***how the standard is being met, as well as what the teacher and student are doing during this time.*** |
| **Evidence 1:** | **How is the standard being met?** |  |
| **What is the teacher doing?** |  |
| **What is the student doing?** |  |
| **Evidence 2:** | **How is the standard being met?** |  |
| **What is the teacher doing?** |  |
| **What is the student doing?** |  |
| **Evidence 3:** | **How is the standard being met?** |  |
| **What is the teacher doing?** |  |
| **What is the student doing?** |  |
| **Evidence 4:** | **How is the standard being met?** |  |
| **What is the teacher doing?** |  |
| **What is the student doing?** |  |