

Unit Organizer Routine Implementation Checklist

Directions: Put a checkmark (✓) by each behavior that occurs.

Teacher: _____

Coach: _____

School: _____

Subject: _____

Date: _____

Unit topic: _____

Launching ____ Floating ____ Reviewing ____ Full Session ____ or Partial Session ____ Length of Session _____

OVERALL the teacher...

Ensured all students were writing on their devices Comments:
Kept a lively pace
Involved a large majority of students

CUE the teacher...

Named the Unit Organizer, or students named the unit Used the Unit Organizer to introduce the new/current lesson
Explained or elicited (from most, some, one) how it will help Comments:
Handed out blank Unit Organizers
Explained expectations or elicited (from most, some, one)
Elicited (from most, some, one) information about content on the Unit Organizer that has been covered in the past

DO STEP 1: Create the context the teacher...

Announced the name of the new unit or elicited (from most, some, one) Elicited the relationship of the three units from students (from most, some, one)
Wrote the name of the new unit in Section 1 Wrote a "Bigger Picture" statement in Section 4
Provided the name of the previous unit or elicited (from most, some, one) Comments:
Wrote the name of the previous unit in Section 2
Elicited a summary of the previous unit from students
Provided the name of the next unit or elicited (from most, some, one)
Wrote the name of the next unit in Section 3
Elicited predictions about the next unit from students (from most, some one)

DO STEP 2: Recognize content structures
the teacher...

Explained the essence of the new unit or elicited
(from most, some, one)

Wrote the essence of the new unit in the
Paraphrase Oval in Section 5

Enhanced the explanation with a "grabber"

Introduced each of the major parts of the unit

Created a geometric shape on the map and filled it
in for each major part of the unit

Created a line label for each part of unit

Comments:

DO STEP 3: Acknowledge unit relationships
the teacher...

Explained or elicited or the major relationships to
be explored (from most, some, one)

Wrote the relationships in Section 6

Comments:

DO STEP 4: Frame unit questions
the teacher...

Provided some important questions

Elicited questions from students that they would
like to have answered (from most, some, one)

Wrote the questions in Section 7

Added questions to the list

Comments:

DO STEP 5: Tie content to tasks
the teacher...

Reviewed the major activities and assignments for
the unit

Wrote activities and assignments in Section 8

Comments:

REVIEW
the teacher...

Reviewed the Unit Organizer (components
completed during lesson)

Elicited answers related to the content on the Unit
Organizer (from most, some, one)

Provided or elicited how the students can use the
Unit Organizer (from most, some, one)

Comments: