**HOT Content Enhancer Planning Guide**

**CUE**

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| 1. IDENTIFY the learning goal. |  |
| 1. Explore WHY the learning goal is important. |  |
| 1. Forecast what they will KNOW to prove learning. |  |
| 1. Forecast what they will DO to prove learning. |  |
| 1. Predict how they might need to manipulate or think about the information in order to reach the learning goal. |  |
| 1. Select the Content Enhancer that might best be used to reach the learning goal. |  |
| 1. Identify why the selected Content Enhancer should help them meet the learning goal. |  |
| 1. Indicate how the Content Enhancer and will be recorded and stored (i.e., distribute SE worksheet or cue students to copy in notebook) |  |
| 1. Ensure they know the group and individual expectations involved in co-construction. |  |

**DO**

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| 1. Explore and confirm or add to the background knowledge needed to begin co-construction. |  |
| 1. Indicate the working sources of information needed for co-construction. |  |
| 1. Begin using the set of steps you created to use the Content Enhancer device. |  |
| 1. For each part of the Content Enhancer, obtain student suggestions based on the working sources of knowledge. |  |
| 1. Add to and shape student suggestions to ensure accuracy and clarity to make the path taken to reach the learning goal evident. |  |
| 1. After each part of the Content Enhancer associated with each step is completed, collaboratively generate a summary of the completed steps and forecast the remaining steps to be taken to reach the learning goal. |  |
| 1. Work with students to create a summary statement that reflects that the learning goal has been achieved. |  |

**REVIEW**

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| 1. Ask students to evaluate as a group and individually whether the learning goal had been achieved. |  |
| 1. Generate group and individual evidence that students KNOW the required knowledge. |  |
| 1. Generate group and individual evidence that students can DO what was expected |  |
| 1. Ask students to estimate evaluate the value of the Content Enhancer in learning. |  |
| 1. Generate group and individual evidence that the process cued by the Content Enhancer can be identified, understood, and used by students. |  |
| 1. Provide an extension assignment that helps students improve their knowledge associated with the learning goal. |  |
| 1. Provide an extension assignment that helps students improve the process used to achieve the learning goal. |  |
| 1. Generate group and individual tasks that require students to extend their use of the Content Enhancer process beyond this learning goal. |  |

Sample Script

**Cue**

(Learning goal):  In this unit we are learning about mammals.  For the past 2 days we have been learning the characteristics of different mammals in our area such as ....  (or elicit from students from CE). We have been using a Concept Diagram to do this, and we have used the Concept Diagram several times already this year.

(Why important) However, it seems as if we could all benefit from a little focused work on one part of the Concept Diagram, the development of he definition in Step 7. Definitions are important, and if we learn a good pattern to write definitions, we can use that pattern in many different areas.

(What they will KNOW) When we have finished, all of you will know how to write a good definition.

(What they will DO) You will be able to write good definitions when we have used the Concept Diagram, but also when you need to as you read or take tests.

(How to Think) To do this, you will need to remember that a good definition consists of the name of a concept, the name of the overall concept class, and all of the always characteristics that must be in all examples of that concept class.

(Select Content Enhancer) We have a Content Enhancer in the form of a Definition sheet that will help us reach this learning goal.

(Why is will help). The Definition sheet will help us because the three parts of a good definition are cued by the graphic.

(How recorded) I am passing out a Content Enhancer Definition Sheet for all of you to keep and add to throughout this unit.

(Expectations) Please contribute to the discussion about how to construct a good definition. You need to pay attention, listen carefully to each other, participate when we are presenting our definitions, and take notes on your Definitions Content Enhancer

**Do**

(Explore Background Knowledge): Now, let us use a Content Enhancer, the Definition Sheet, that will allow us to focus more specifically on definitions. What do you remember from using the Concept Diagram about a good definition? Each of us needs to know the information about mammals and also about what makes up a good definition.

(Sources of Information Needed): In order to practice developing a good definition, take out your Concept Diagram of a mammal, and we will work together to see if we can all recall the steps in creating a definition of a “mammal.” You have read the text, discussed mammals, and used the Concept Diagram. We will look at all of these as we construct a definition.

(Steps): Let’s review the steps to creating a good definition. (the concept name, the overall concept name, and all of the always characteristics)

(Student involvement): Who can recall the parts of a good definition?

(Shape student responses): These are all good suggestions. Can someone tell me how we should focus on “characteristics?”

(Summarize completed and remaining steps): What have we accomplished so far, and what do you thing we also need?

(Summarize learning goal): What were we trying to accomplish in terms of a good definition, and how well do you think we have done?

(Type of thinking): What do you notice as cues on the Definition Content Enhancer sheet that lets you know what type of thinking you need to do here? Elicit from the students that the three types of thinking involve naming the concept, identifying the larger superordinate concept class, and naming all of the always characteristics.

(Expectations):  Each group needs to construct what they think is a good definition and then prepare an explanation about why it is a good definition.

**Review**

(Evaluate whether learning has been achieved): Ask the students how the Definitions Content Enhancer was used to reach the goal.

(Generate evidence that students that students KNOW how to write a good definition): Plan activities by individuals or small groups to check on knowledge of components of a definition.

(Generate evidence that students that students can write a good definition): Prepare a simple task for students to write a definition that will provide success for all students.

(Discuss ***value*** of using the Content Enhancer Definition Sheet): Ask and discuss how the Definition Sheet helps write a good definition.

(Generate evidence that students know the ***process*** of developing a good definition): Create individual or small group activities to review and practice the process of developing a good definition.

(Develop an extension assignment to help students improve their ***knowledge*** of the goal): Assign students pages of their text to read and a word in that text for which they can develop a good definition.

(Develop an extension assignment to help students improve their use of the ***process***): Ask students to explain to someone how to develop a good definition.

(Develop an extension assignment to help students ***extend*** their use of the process): Ask the students where they could use the Definition Content Enhancers or to show how they used it in other areas.