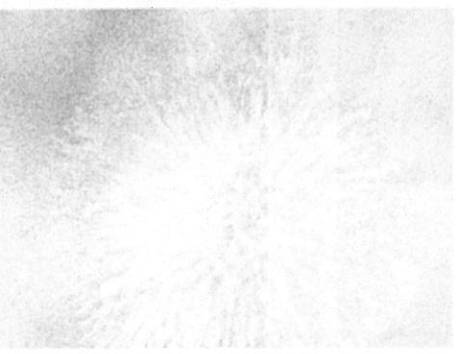
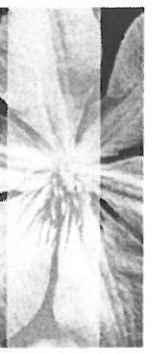


Cultivating A Model Garden in Content Enhancement

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The FRAME Routine

Key Topic
Christopher Columbus

is about...

Main idea

Who was he?

Main idea

What did he do?

Main idea

Why did he do it?

Essential details

Essential details

Essential details

So What? (What's important to understand about this?)

LINCS Tables

① Term casa	④ LINCing Story My house is my castle.	⑤ LINCing Picture	② Definition house
③ Reminding Word castle			

① Term rustic	④ LINCing Story	⑤ LINCing Picture	② Definition Of or belonging to the country
③ Reminding Word			

① Term	④ LINCing Story	⑤ LINCing Picture	② Definition
③ Reminding Word			

① Term	④ LINCing Story	⑤ LINCing Picture	② Definition
③ Reminding Word			

List the parts Identify a Reminding Word Note a LINCing Story Create a LINCing Picture Self-test

Comparison Table

Overall Concept
Vertebrates

Concept
Mammals

Concept
Birds

Characteristics
warm-blooded
most travel by foot
have hair
most young born alive
live worldwide

Characteristics
warm-blooded

COMPARING
Communicate Targeted Concepts
Obtain the Overall Concepts
Make lists of Known Characteristics
Pin down Like Characteristics
Assemble Like Categories
Record Unlike Characteristics
Identify Unlike Categories
Nail Down a Summary
Go Beyond the Basics

Extensions

Like Characteristics
warm-blooded

Like Categories
body temperature

Unlike Characteristics
feathers

Unlike Characteristics
most travel by foot
hair

Unlike Categories
how they move

Summary
Mammals and birds are similar with regard to how their body temperature is regulated, where...
They differ in ...

③ Known Information

Unit: _____

Anchoring Table

Name: _____ Date: _____

<p>② Known Concept</p>		<p>① New Concept</p>
<p>④ Characteristics of Known Concept</p>	<p>⑥ Characteristics Shared</p>	<p>⑤ Characteristics of New Concept</p>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

⑦ Understanding of the New Concept:

- ANCHORS Linking Steps:**
- 1 Announce the New Concept
 - 2 Name Known Concept
 - 3 Collect Known Information
 - 4 Highlight Characteristics of Known Concept
 - 5 Observe Characteristics of New Concept
 - 6 Reveal Characteristics Shared
 - 7 State Understanding of New Concept

CHAMPS Classroom Management: Big 4 Benchmarks

Figure 11:1

Behavior/Level	Red	Yellow	Green	Monitoring Form
Time on Task	Less than 80%	81-90%	91-100%	On-Task Behavior Recording Form • 5 min. recording time • teacher-guided instruction optimum observation time • use for class-wide monitoring
Opportunities to Respond	Baseline to be determined	Baseline to be determined	Baseline to be determined	Opportunities to Respond Form • 10 min. recording time • teacher-guided instruction optimum time • use for individual student or class-wide monitoring
Ratio of Interactions	Less than 1:1 or < 1/ minute	@ least 1:1 Consistently	@ least 3:1 consistently	Ratio of Interactions Monitoring Form • 20 min. recording time • any activity • use for individual student or class-wide monitoring
Disruptions	10/10 min.	5-9 / 10 min.	0-4 / 10 min.	Misbehavior Recording Form • use for duration of one activity or entire period • any activity(ies) • use for class-wide monitoring
Daily Reality (or meeting expectations)	Mostly 1's & 2's	Mostly 2's & 3's	Mostly 4's & 5's	CHAMPS vs. Daily Reality Scale • use for duration of one activity or entire period • any activity(ies) • use for class-wide monitoring

Red = Stop (do something different)
 Yellow = Caution (intervention recommended)
 Green = Keep going (keep doing what you're doing)