

Learning by Making

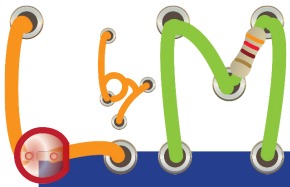
Prep for September 12, 2020 Institute

Teachers to work on your own - paid for 4-hours of work

8:00 - Noon
or before
Saturday

- Make a list of tools you are using to guide student learning remotely, if applicable.
- Reflect on your experience disseminating kits to families and the student's use of the kit at home, if applicable.
- Come to Saturday Zoom at 1 pm prepared to do a think, pair, share activity with the list and reflections
- Fill out the Grounding Phenomenon & Essential Questions, Conceptual Goals, Performance Expectation(s), and Learning Objectives areas of the NGSS ASET template for Unit 2, lessons 2.1-2.5 (<https://www.nextgenaset.org/3d-mapping-tool/>). If more room is needed, use a form of your choice to capture your thoughts.
- Fill out the 3D areas of the NGSS ASET template, where applicable for Unit 2, lessons 2.1-2.5 (<https://www.nextgenaset.org/3d-mapping-tool/>). If more room is needed, use a form of your choice to capture your thoughts.
- New Teachers should come to Saturday Breakout prepared with issues and questions about Unit 2, Lessons 2.1-2.5. There will not be enough time to work through all of each step and challenge.

See page 2 for Zoom Training Agenda



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Institute, September 12, 2020

Start of Day

1:00 - 1:10	• Welcome and Goals - <i>Laura & Lynn</i>	
1:10 - 1:30	• Think-Pair-Share (Pair and Share) on tools used to guide student learning remotely and experience disseminating kits to families and use of kits at home. - <i>All</i>	
1:30 - 2:00	• Prof. Cominsky describes changes to Unit 2 to better connect to NGSS. - <i>Lynn</i>	
2:00 - 2:05	Mini Break	
2:05 - 2:35	• Teachers summarize their ASET NGSS work (2 min each) and wrap-up discussion - <i>All</i>	
2:35 - 2:45	Break	
2:45 - 4:45	<ul style="list-style-type: none"> • NTs NTs model Lessons 2.1-2.5 as a student, [LC1] while sharing any thoughts on supporting student learning of these unit lessons. - <i>Lynn</i> 	<ul style="list-style-type: none"> • OTs Techniques for remote training - Building on Intro activity, modeling other possibilities for Unit 2 Provide feedback: <ol style="list-style-type: none"> 1. Chemistry content: Is this the right level for 9th graders? Periodic table in the most general ways. 2. Do all the scattered challenges and worksheet questions satisfy the Performance expectation? 3. How are we going to assess the Performance Expectations within this class? - <i>Laura</i>
4:45- 5:00	• Wrap up and “One-word” closing statement - <i>All</i>	

Break Time!

- Jump around
- Drink plenty
- Have a healthy snack
- Have a good laugh
- Reset
- Go!

End of Day

- Formal Presentations
- Discussion
- Hands-on Activity
- Brainstorming
- Breaks

- *Original Teachers (OT)*
- *New Teachers (NT)*
- *Currently Teaching (CT)*