

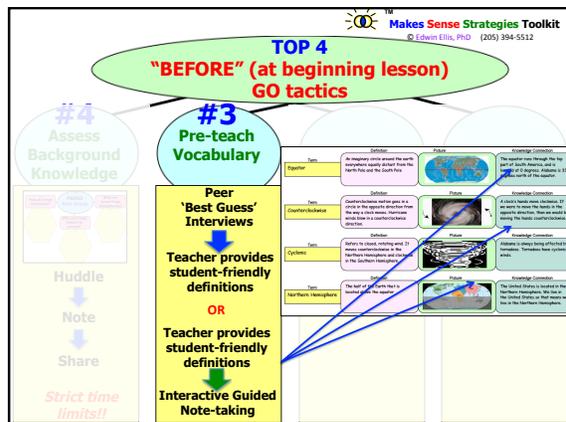
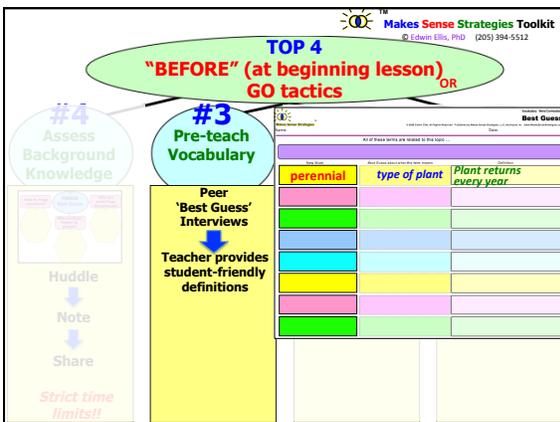
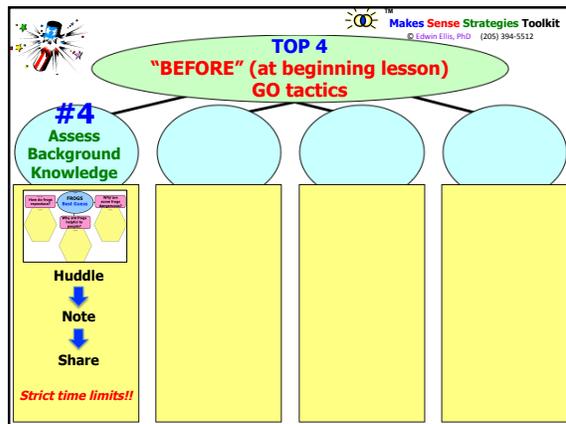
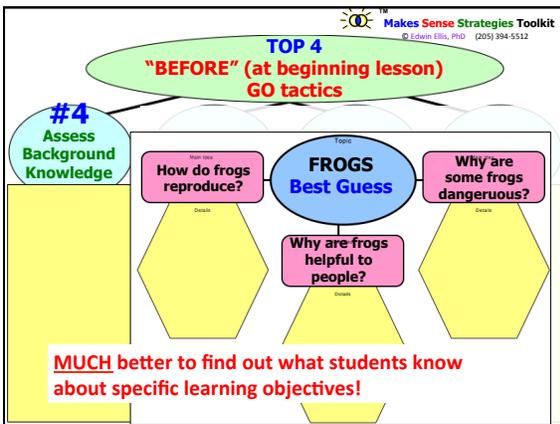
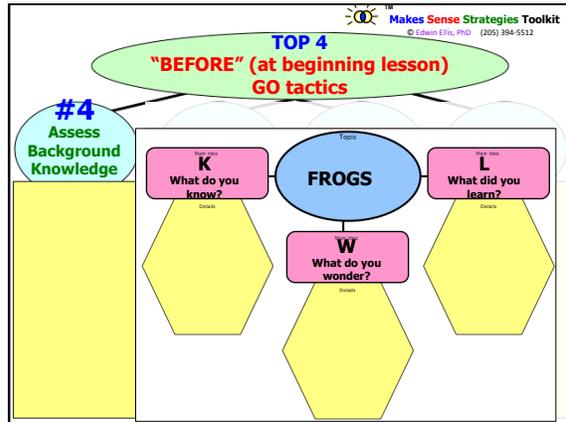
ALABAMA DEPARTMENT OF EDUCATION

Makes Sense Strategies Toolkit

BIG-BANG Graphic Organizer
Instructional Routines & Tactics

Big Ideas about GO instruction
Top 4 BEFORE lesson routines
 Top 5 READING routines
 Top 4 WRITING routines
 Top 4 AFTER lesson routines

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TOP 4 "BEFORE" (at beginning lesson) GO tactics

#4 Assess Background Knowledge
#3 Pre-teach Vocabulary
#2 Review Prior Learning

Students explain ideas on the GO (completed GO)

Human Negative Impact in the Ecosystem
How people's behavior impact the environment in bad ways

Sudden Catastrophic Impact
Events that affect ecosystems in response to the past that can occur in minutes

Slow Subtle Impact
Events that affect ecosystems in response to the past that can occur in years

1. STEP MINING - completely removing quartz to surface to access minerals & coal
2. FERTILIZERS / PESTICIDES - kills variety of animals & plants, leaves chemicals
3. CONSTRUCTION - large scale projects (highways) destroys an ecosystem completely
4. POLLUTION / ACID RAIN - waste products that kill organisms & break food chains
5. WAR - bombs and moving heavy equipment (trucks, etc) over terrain destroys ecosystems
6. CONSUMING RESOURCES - use of things needed for respiration and photosynthesis (i.e. nitrogen in soil)
7. ACCIDENTS - volume like oil tankers sinking & nuclear power plant "meltdowns"

limits!! Note-taking

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TOP 4 "BEFORE" (at beginning lesson) GO tactics

#4 Assess Background Knowledge
#3 Pre-teach Vocabulary
#2 Review Prior Learning

Students explain ideas on the GO (completed GO)

Students explain the details (partially completed GO)

Human Negative Impact in the Ecosystem
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TOP 4 "BEFORE" (at beginning lesson) GO tactics

#4 Assess Background Knowledge
#3 Pre-teach Vocabulary
#2 Review Prior Learning

Students explain ideas on the GO (completed GO)

Students explain the details (partially completed GO)

Students provide & explain the details

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TOP 4 "BEFORE" (at beginning lesson) GO tactics

#4 Assess Background Knowledge
#3 Pre-teach Vocabulary
#2 Review Prior Learning

Students explain ideas on the GO (completed GO)

Students explain the details (partially completed GO)

Students provide & explain the details

"Blanks-for-keywords" GO

Human Negative Impact in the Ecosystem
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TOP 4 "BEFORE" (at beginning lesson) GO tactics

#4 Assess Background Knowledge
#3 Pre-teach Vocabulary
#2 Review Prior Learning
#1 Provide Advance Organizer

Formation of Ionic bonds
Formation of Covalent bonds

Transfer of valence bonds
Sharing valence bonds
CONCLUSION

SO WHAT? What is important to understand about this?

limits!! Note-taking

1. Show GO with main ideas
2. Explain how the information is organized on the GO
3. Identify learning objectives
4. Reveal the sequence of lesson phases

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TOP 4 "BEFORE" (at beginning lesson) GO tactics

#4 Assess Background Knowledge
#3 Pre-teach Vocabulary
#2 Review Prior Learning
#1 Provide Advance Organizer

Peer 'Best Guess' Interviews
Teacher provides student-friendly definitions
Huddle
Note
Share
Strict time limits!!

Students explain ideas on the GO (completed GO)

Students explain the details (partially completed GO)

Students provide & explain the details

"Blanks-for-keywords" GO

1. Show GO with main ideas
2. Explain how the information is organized on the GO
3. Preview the GO prompts
4. Identify learning objectives
5. Reveal lesson sequence