

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 FOR AFTER (when ending the lesson)

#1 #2 #3 #4

Student-led GO reviews
Story (or idea) re-telling

Q&As
(5 Ws + H)

TOP 4 FOR AFTER (when ending the lesson)

#1 #2 #3 #4

What? So what? Pair-Share

What is THE most important idea on your GO? only allowed 1!

So what? What makes that idea so important?

What questions could be asked about that idea?

TOP 4 FOR AFTER (when ending the lesson)

#1 #2 #3 #4

Priority-share

Many of the Smart Sheets have interactive "bubbles" next to main-idea and details text-boxes

The Vampire Bat		Main Idea	
Special kinds of bats that only eat blood			
Population and Habitat	Characteristics	Food	Behavior
<ul style="list-style-type: none"> 1 species 1 New Mexico & 1 Central American 5 Nearctic subspecies 	<ul style="list-style-type: none"> Reddish-brown fur Human's thumb 	<ul style="list-style-type: none"> Food solely on blood 	<ul style="list-style-type: none"> Quick reflexes are important to avoid unpredictable responses
<ul style="list-style-type: none"> Live in Mexico, Central and South America 	<ul style="list-style-type: none"> Wingspan of 14-16 inches 	<ul style="list-style-type: none"> Feed 2-3 times daily 	<ul style="list-style-type: none"> Approach prey from the ground
<ul style="list-style-type: none"> Colonies of 25-100 individuals 	<ul style="list-style-type: none"> Heart-weak nose 	<ul style="list-style-type: none"> Must eat fresh blood, but some prefer the blood of freshwater (cow, goat, etc.) 	<ul style="list-style-type: none"> Terrestrial ecosystems: these agitate, chitter, whistle, rattle & hooting
<ul style="list-style-type: none"> Only come out when it is very dark 	<ul style="list-style-type: none"> Razor-sharp teeth 	<ul style="list-style-type: none"> Bite & lap blood from the wound (Do not suck blood like in the movies) 	<ul style="list-style-type: none"> Many do not form social ties in roost

So what? What's important to understand about this?
 Vampire Bats are real animals -- they are not "blood sucking demons" or "fun dead" monsters

TOP 4 FOR AFTER (when ending the lesson)

#1 #2 #3 #4

Priority-share

1st, teams debate to determine the "priority of importance" of each main idea (their opinion)

Human Negative Impact in the Ecosystem		Main Idea	
How people's behavior impact the environment in bad ways			
2 Sudden Catastrophic Impact	1 Slow Subtle Impact	1	2
<ul style="list-style-type: none"> STRIP MINING - completely removing earth's surface to access minerals & coal 	<ul style="list-style-type: none"> FERTILIZERS / PESTICIDES kill a variety of animals & plants; leave chemicals 	<ul style="list-style-type: none"> CONSTRUCTION - large scale projects (highways) destroying an ecosystem completely 	<ul style="list-style-type: none"> POLLUTION / ACID RAIN waste products that kill organisms & break food chains
<ul style="list-style-type: none"> WAR - bombs and moving heavy equipment (trucks, etc) over terrain destroys ecosystem 	<ul style="list-style-type: none"> CONSUMING RESOURCES uses up things needed to maintain an ecosystem (i.e. minerals in soil) 	<ul style="list-style-type: none"> ACCIDENTS - events like oil tankers sinking & nuclear power plant "meltdowns" 	

TOP 4 FOR AFTER (when ending the lesson)

#1 #2 #3 #4

Priority-share

Then each team discusses and notes the priority of each detail associated with a main idea (most-to-least important)

Human Negative Impact in the Ecosystem		Main Idea	
How people's behavior impact the environment in bad ways			
2 Sudden Catastrophic Impact	1 Slow Subtle Impact	2	1
<ul style="list-style-type: none"> STRIP MINING - completely removing earth's surface to access minerals & coal 	<ul style="list-style-type: none"> FERTILIZERS / PESTICIDES kill a variety of animals & plants; leave chemicals 	<ul style="list-style-type: none"> CONSTRUCTION - large scale projects (highways) destroying an ecosystem completely 	<ul style="list-style-type: none"> POLLUTION / ACID RAIN waste products that kill organisms & break food chains
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TOP 4 FOR AFTER (when ending the lesson)

#1 #2 #3 #4

Priority-share

Teams then share their ranking with class and explain choices

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

<p>2 Sudden Catastrophic Impact Quickly & obviously damaging an ecosystem to the point that it can never be restored</p> <p>1 STRIP MINING - completely removing earth's surface to access minerals & coal</p> <p>3 CONSTRUCTION - large scale projects (highways) destroying an ecosystem completely</p> <p>2 WAR - bombs and moving heavy equipment (tanks, etc) over terrain destroys ecosystems</p> <p>4 ACCIDENTS - events like oil tankers sinking & nuclear power plant "melt-downs"</p>	<p>1 Slow Subtle Impact Slowly and not obviously damaging an ecosystem to the point that it can never be restored</p> <p>2 FERTILIZERS / PESTICIDES - kill a variety of animals & plants, leave chemicals</p> <p>1 POLLUTION / ACID RAIN - waste products that kill organisms & break food chains</p> <p>3 CONSUMING RESOURCES - use up things needed to maintain an ecosystem (i.e., minerals in soil)</p>
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TOP 4 FOR AFTER (when ending the lesson)

#1 #2 #3 #4

Priority-share

If time is limited, have teams just focus on one main idea and details

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

<p>2 Sudden Catastrophic Impact Quickly & obviously damaging an ecosystem to the point that it can never be restored</p> <p>1 STRIP MINING - completely removing earth's surface to access minerals & coal</p> <p>3 CONSTRUCTION - large scale projects (highways) destroying an ecosystem completely</p> <p>2 WAR - bombs and moving heavy equipment (tanks, etc) over terrain destroys ecosystems</p> <p>4 ACCIDENTS - events like oil tankers sinking & nuclear power plant "melt-downs"</p>	<p>1 Slow Subtle Impact Slowly and not obviously damaging an ecosystem to the point that it can never be restored</p> <p>2 FERTILIZERS / PESTICIDES - kill a variety of animals & plants, leave chemicals</p> <p>1 POLLUTION / ACID RAIN - waste products that kill organisms & break food chains</p> <p>3 CONSUMING RESOURCES - use up things needed to maintain an ecosystem (i.e., minerals in soil)</p>
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TOP 4 FOR AFTER (when ending the lesson)

#1 #2 #3 #4

Essential GO Questions

PURPOSE: To ensure students understand the underlying advantages of using various learning tools like GOs

...ensure students become personally invested in using them to attain their own goals

TOP 4 FOR AFTER (when ending the lesson)

#1 #2 #3 #4

Essential GO Questions

In teams or pairs, have students discuss responses to one or more of these questions...

Why are GOs used so much in my class?

How do tools like this help you learn? ...be a better reader? ...be a better writer?

In what ways is this GO useful? Not useful?

What are some different situations where this GO might be used?

What other classes could you use a GO like this? ...situations outside of school where you could use a GO like this?

This GO has different parts to it. What part is most important? Least important?

How would you change this GO to improve its design?

Which part of the GO are you best at doing?

What's the hardest part of using this GO? What makes it hard?

How is this GO similar or different from other ones you've used?

BEFORE (when beginning the lesson)

#1 Advance Organizer	#2 Review Prior Learning	#3 Pre-teach Vocabulary	#4 Assess Background Knowledge
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DURING READING (heart of the lesson)

#1 Guided Text-to-GO Notes	#2 Jigsaw-to-GO notes	#3 Numbered Heads	#4 Read-Pair-Share-to-GO notes	#5 Give one - Take One
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DURING WRITING (heart of the lesson)

#1 Write about what read & Noted on GO	#2 Provide partially-completed GOs for essay questions	#3 Use GOs to organize ideas for written reports	#4 Students use GOs when making presentations
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AFTER (when ending the lesson)

#1 Essential GO Questions	#2 Priority-share	#3 What? So what?	#4 Student-led GO reviews
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