

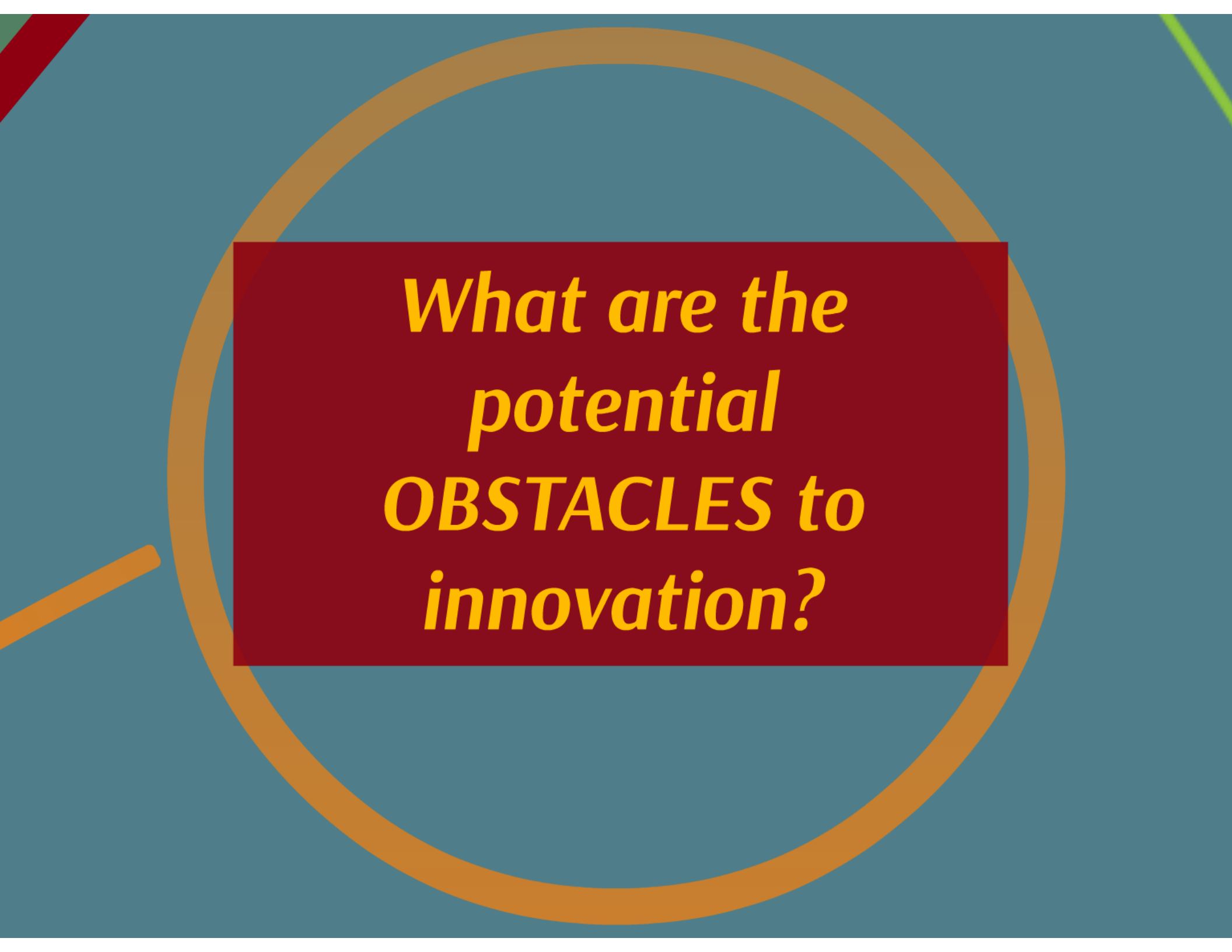
Go With The Flow

Unit Design with
 Momentum...
and Intention 

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***IT'S THE END OF THE YEAR!
WOO HOO!
(So...what about next year?)***





*What are the
potential
OBSTACLES to
innovation?*

A New Paradigm

It's not just about following along with the textbook anymore...

Art Projects

→ Creative Projects are Captivating!

(Instead of playing with a pencil under your desk)

Challenging Activities

Being "Stumped"

It makes you want to perfect it, even though to be honest it's frustrating at times

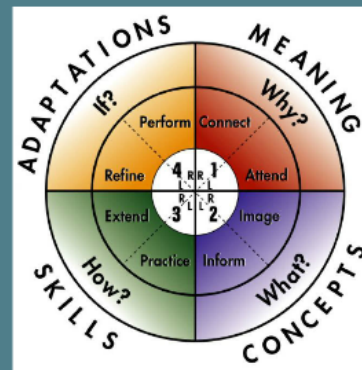
Being social while learning (instead of by yourself)

- It's fun
- They help you with problems (teacher might be busy)
- You stay focused.
- They/we learn from different ideas
- It opens your mind to new things

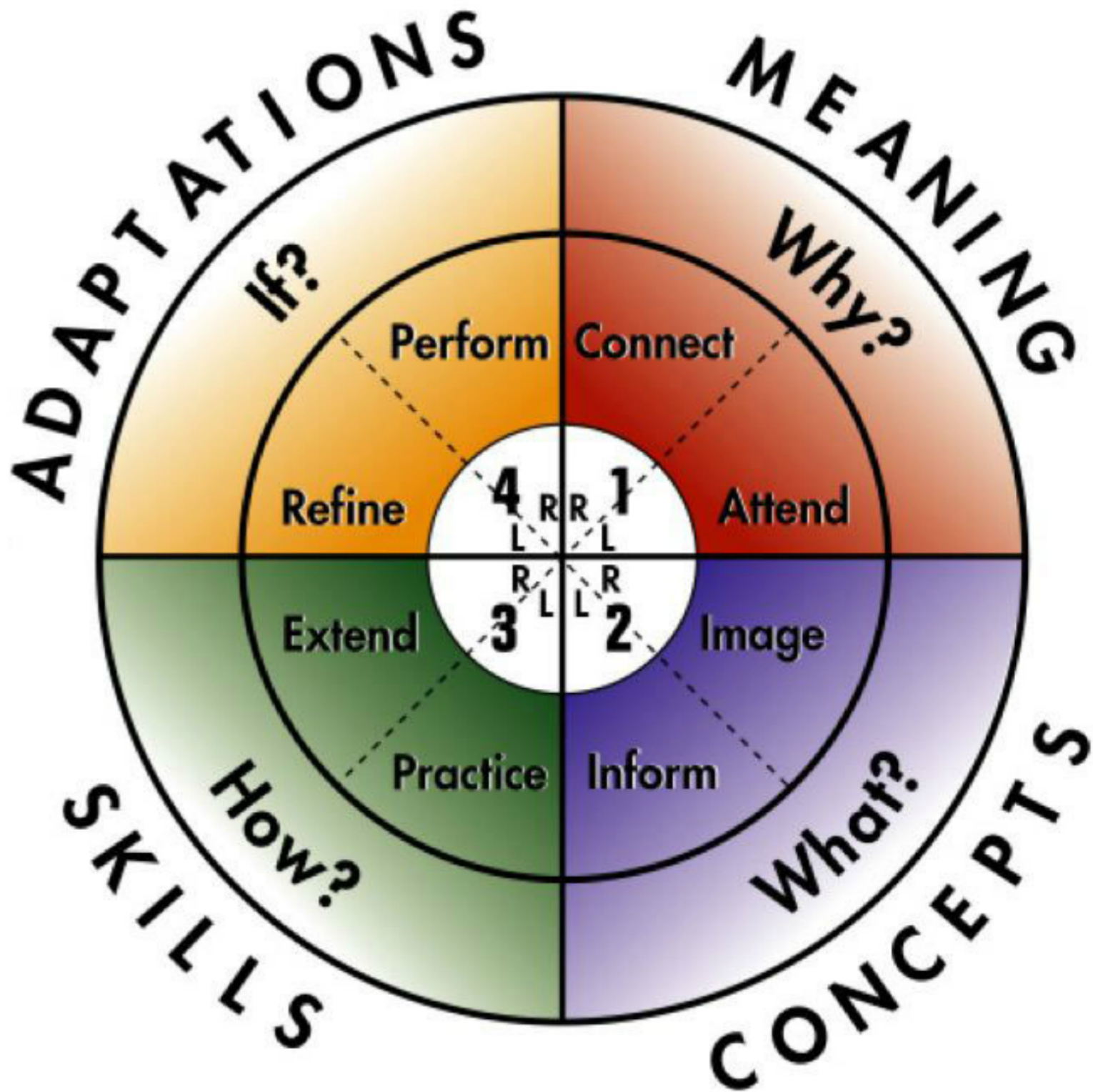
Games

- ✓ Fun helps us learn and remember what you're learning
 - You pay attention better!
- ### Stations

Let's Turn Things Around









The Template

- 3 Acts:
- Exploration
- Concept
Development
- Application &
Assessment

● Act 3: Apply & Assess

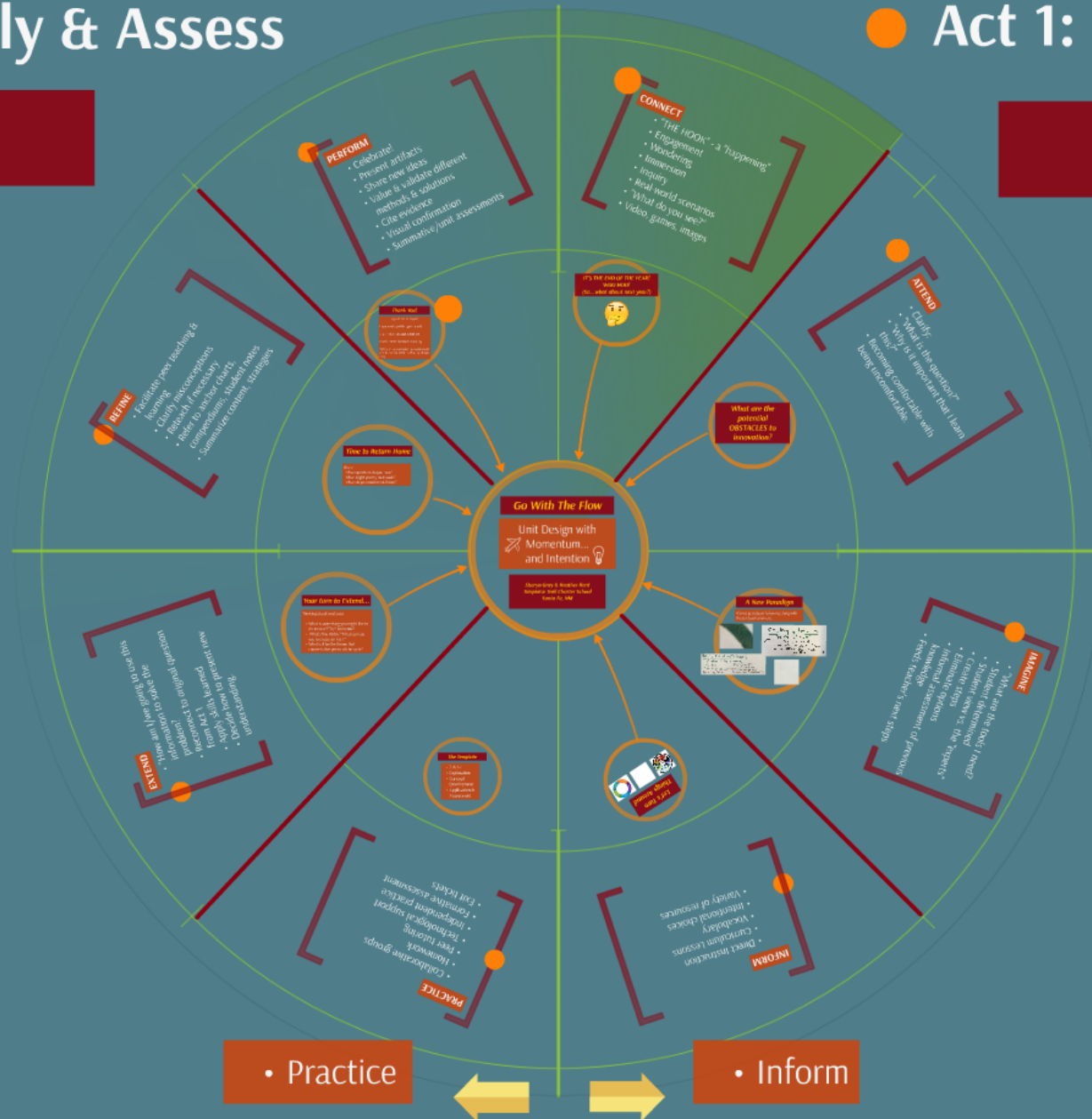
HOW?

- Extend
- Refine
- Perform

● Act 1: Exploration

WHY?

- Connect
- Attend



● Act 2: Concept Development

WHAT?

● Act 1: Exploration

WHY?

- Connect
- Attend



CONNECT

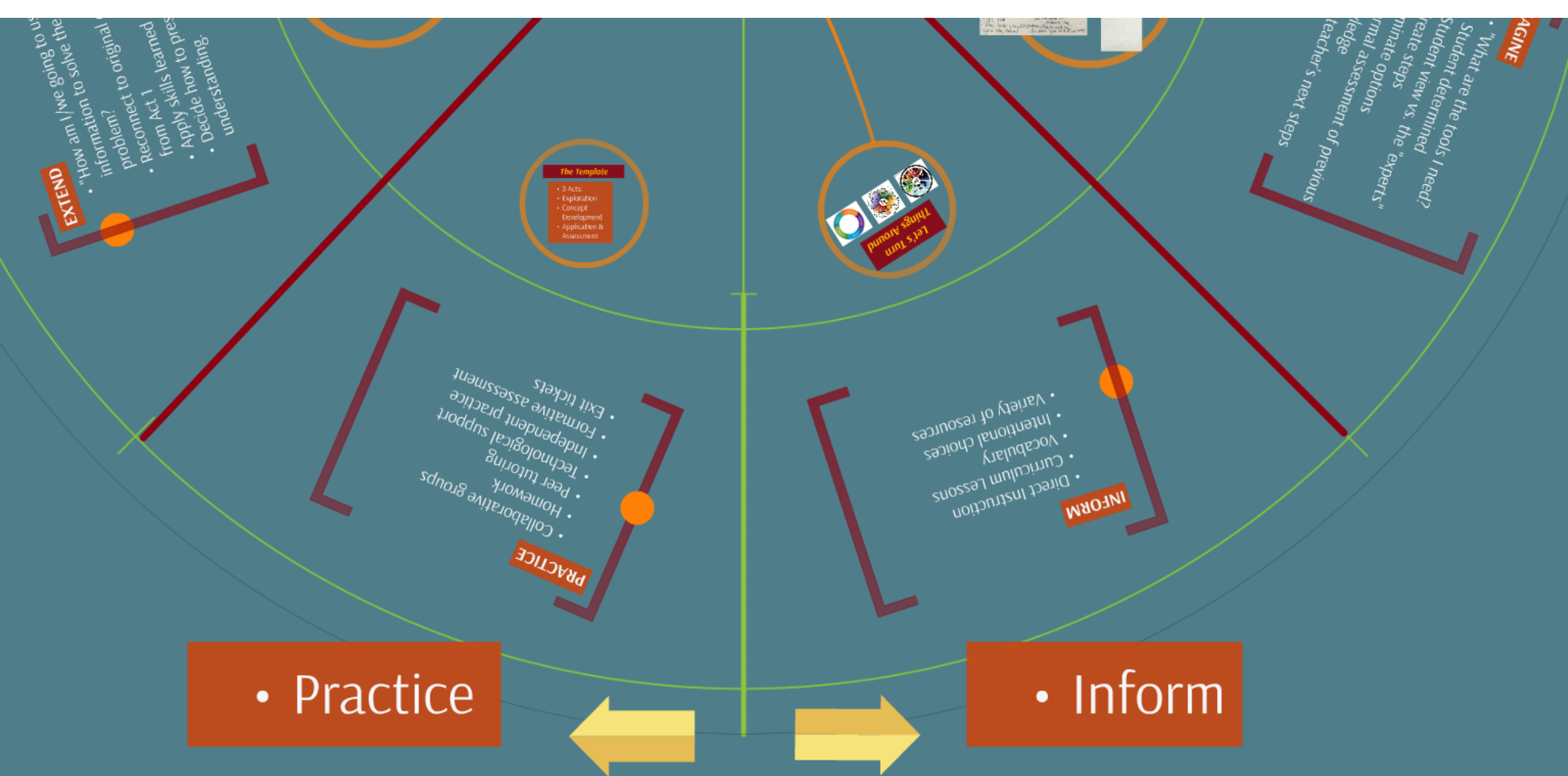
- "THE HOOK" - a "happening"
- Engagement
- Wondering
- Immersion
- Inquiry
- Real-world scenarios
- "What do you see?"
- Video, games, images

ATTEND

- Clarify:
- "What is the question?"
- "Why is it important that I learn this?"
- Becoming comfortable with being uncomfortable.

IMAGINE

- "What are the tools I need?"
- Student determined
- Student view vs. the "experts"
- Create steps
- Eliminate options
- Informal assessment of previous knowledge
- Feeds teacher's next steps



• Practice

• Inform

● Act 2: Concept Development


WHAT?

INFORM

- Direct Instruction
- Curriculum Lessons
- Vocabulary
- Intentional choices
- Variety of resources



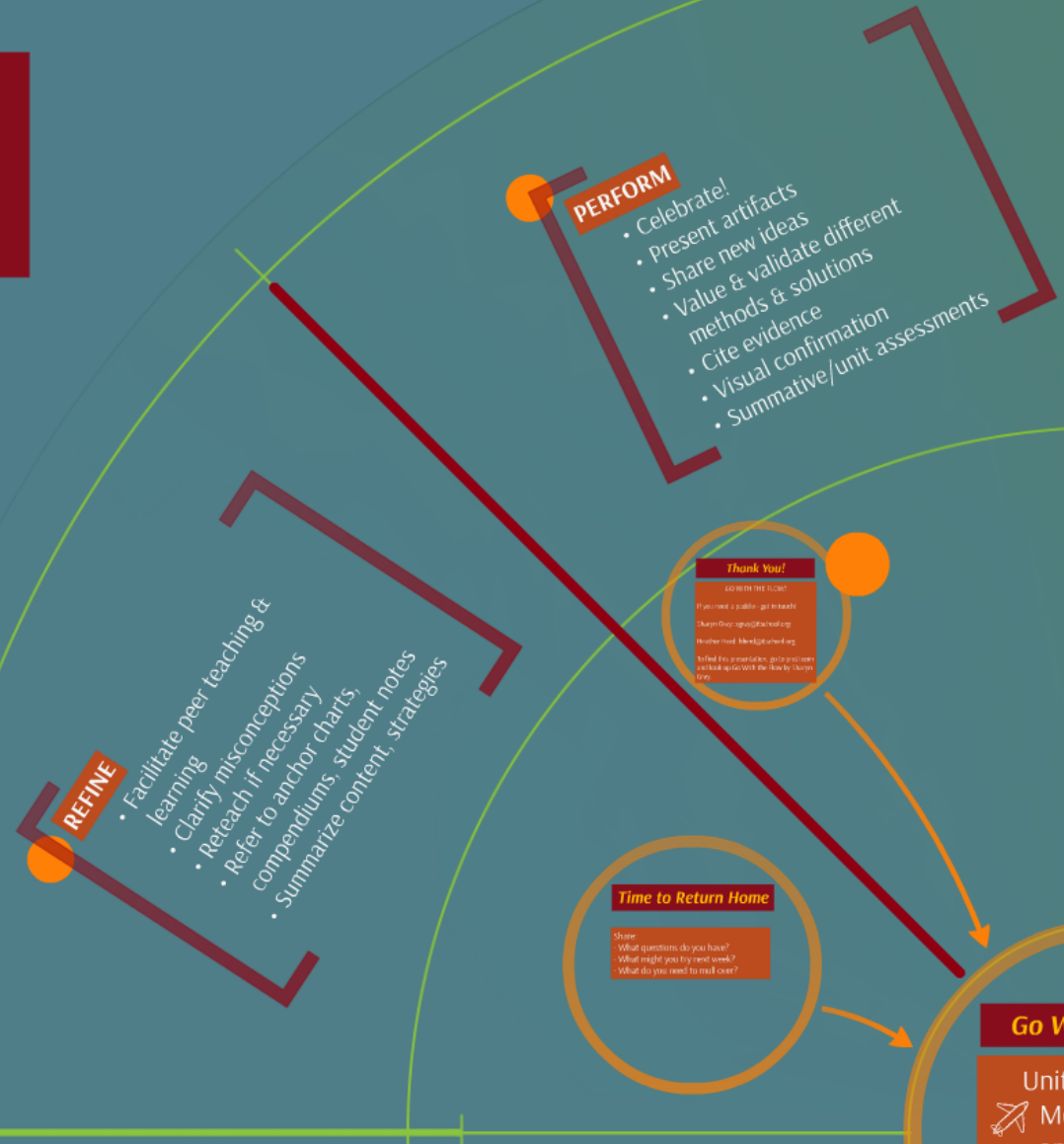
PRACTICE

- Collaborative groups
 - Homework
 - Peer tutoring
 - Technological support
 - Independent practice
 - Formative assessment
 - Exit tickets
- 

● Act 3: Apply & Assess

HOW?

- Extend
- Refine
- Perform





EXTEND

- "How am I/we going to use this information to solve the problem?"
- Reconnect to original question from Act 1
- Apply skills learned
- Decide how to present new understanding.




REFINE

- Facilitate peer teaching & learning
- Clarify misconceptions
- Reteach if necessary
- Refer to anchor charts, compendiums, student notes
- Summarize content, strategies



PERFORM

- Celebrate!
 - Present artifacts
 - Share new ideas
 - Value & validate different methods & solutions
 - Cite evidence
 - Visual confirmation
 - Summative/unit assessments
- 

● Act 3: Apply & Assess

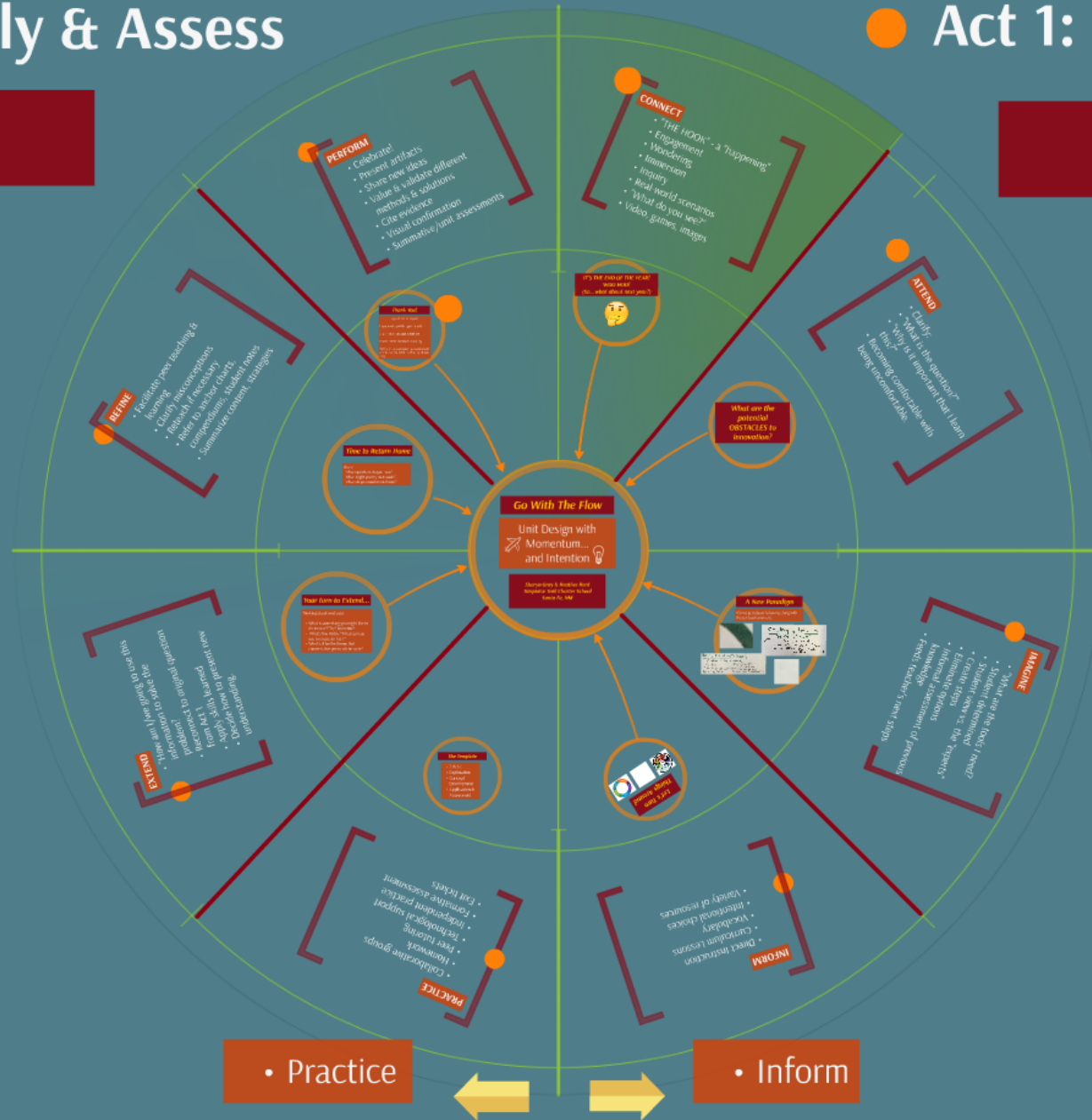
● Act 1: Exploration

HOW?

- Extend
- Refine
- Perform

WHY?

- Connect
- Attend



● Act 2: Concept Development

WHAT?



Your turn to Extend...

Thinking about next year:

- What is something you might like to do more of? Try? Do better?
- What's the HOOK? What can you use to create an Act 1?
- What will be the theme that connects the pieces of the cycle?



Thank You!

GO WITH THE FLOW!

If you need a paddle - get in touch!

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To find this presentation, go to prezi.com and look up Go With the Flow by Sharyn Gray.