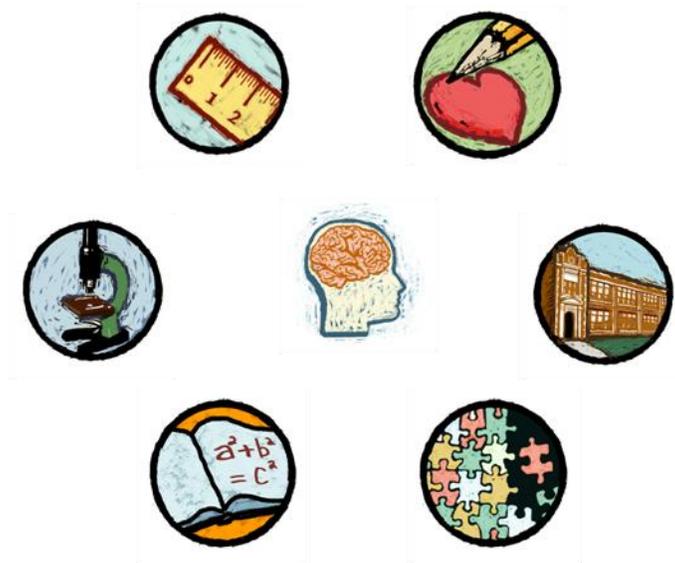


# Brain-Targeted Teaching<sup>®</sup> Model



## *Planning Templates*

# Target 1

## **#1 Setting the Emotional Climate for Learning**

*#2 Creating the Physical Learning Environment*

*#3 Designing the Learning Experience*

*#4 Teaching for mastery of skills, content & concepts*

*#5 Teaching for Extension and Application of Knowledge*

*#6 Evaluating Learning*

### **Features:**

- Predictability/routines**
- Personal connection between teacher and student**
- Personal connection between content and student**
- Trust and acceptance**
- Warm and supportive environment**
- Control and choice**
- Humor**
- Music, visual art, dance, drama, creative writing**
- Celebration; Family and community connections**
- Mindfulness**

- How can we create a positive emotional climate?
- How do we avoid a negative climate in the classroom and what are the consequences of that climate?
- What routines in the classroom offer a sense of security and order?
- How can we encourage learning through of praise of effort?
- What activities will connect students on an emotional level with the content they are learning?

## **BT #1 ACTIVITIES**

# Target 2

*#1 Setting the Emotional Climate for Learning*

## **#2 Creating the Physical Learning Environment**

*#3 Designing the Learning Experience*

*#4 Teaching for mastery of skills, content & concepts*

*#5 Teaching for Extension and Application of Knowledge*

### **Features:**

- Novelty: Change displays often**
- Aesthetics: Visually appealing classroom, color and design**
- Sensory: Sound, lighting, scents**
- Order: Establish class routines**
- Movement: Facilitate organized movement**
- Inviting Surroundings: Bulletin boards, lamp light, plants, furniture, multicultural themes, master art work, photography**
- Display students' work attractively**

- How can the environment stimulate learning?
- What sensory conditions in a classroom can foster attention or inattention?
- How can we balance novelty and consistency in the classroom?
- What specific changes will we make to the environment for this unit? (e.g. seating, art, alternative spaces, artifacts)

## **BT #2 ACTIVITIES**

# Target 3

#1 *Setting the Emotional Climate for Learning*

#2 *Creating the Physical Learning Environment*

### #3 **Designing the Learning Experience**

#4 *Teaching for mastery of skills, content & concepts*

#5 *Teaching for Extension and Application of Knowledge*

#6 *Evaluating Learning*

### **Features:**

- ☑ **Use of Common Core State Standards and curriculum scope and sequences**
- ☑ **Articulation of key learning goals and objectives**
- ☑ **Assessment of prior knowledge**
- ☑ **Design of concept map through graphic organizer that demonstrates overarching content and concepts; employs tenets of mind mapping, non-linguistic structures, and curriculum mapping**
- ☑ **Demonstration of connections among concepts**
- ☑ **Design of “big-picture” activities**
- ☑ **Promotion of students’ personalized learning goals**
- ☑ **Activities that align with summative assessments**

- What **Common Core State Standards** are to be taught during the learning unit?
- What **learning goals** can develop from the content standards?
- What **main concepts** can derive from the learning goals?
- How can **concept mapping** promote a global understanding of the main concepts?
- How can mapping help the teacher determine the students’ **prior knowledge** of those concepts?
- How can mapping give a preview of what is to come in the instruction?
- How can mapping use familiar concepts/terms to relate to new concepts/terms?
- How can mapping show concepts in general terms before presenting the specifics?

### **BT #3 Concepts Maps and Learning Goals**

# Target 4

#1 *Setting the Emotional Climate for Learning*

#2 *Creating the Physical Learning Environment*

#3 *Designing the Learning Experience*

**#4 *Teaching for mastery of skills, content & concepts***

#5 *Teaching for Extension and Application of Knowledge*

#6 *Evaluating Learning*

## Features:

- ☑ **Emotional connection to content**
- ☑ **"Big Picture "concepts**
- ☑ **Repeated rehearsals**
- ☑ **Elaboration through arts integration: Visual arts, Music, Theater, Dance, Creative writing**
- ☑ **Spacing time for consolidation of learning**
- ☑ **Varied and novel learning activities**
- ☑ **"Chunk" and space learning tasks**
- ☑ **Mnemonics**
- ☑ **Summarize/ rephrase**
- ☑ **Student choice in activities**
- ☑ **Meaningful movement integration**
- ☑ **Technology integration**

- Based on content standards, learning goals and main concepts, what **content, skills and concepts** must students **master** in this learning unit?
- What **instructional objectives** will facilitate mastery of the content, skills and concepts?
- What **activities** will facilitate learning?
- What **variety** of activities will allow for repeated rehearsal and allow for elaboration of learning objectives? How can **arts integration** support instruction?

## BT #4 Objectives and Activities

**1. OBJECTIVE:  
-ACTIVITIES**

**2. OBJECTIVE:  
-ACTIVITIES**

# Target 5

#1 *Setting the Emotional Climate for Learning*

#2 *Creating the Physical Learning Environment*

#3 *Designing the Learning Experience*

#4 *Teaching for mastery of skills, content & concepts*

**#5 Teaching for Extension and Application of Knowledge**

#6 *Evaluating Learning*

## Features:

- ☑ **Comparisons**
- ☑ **Classifications**
- ☑ **Divergent thinking tasks**
- ☑ **Creative application of content**
- ☑ **Analysis and synthesis**
- ☑ **Metaphors and analogies**
- ☑ **Cause and effect**
- ☑ **Investigations**
- ☑ **Experiments**
- ☑ **Problem-solving using real-world contexts**
- ☑ **Creative thinking and problem-solving**

- What activities support application of knowledge in real-world tasks?
- What activities allow for students to engage in divergent thinking?
- What activities support creative thinking and problem-solving?

## BT #5

### 1. OBJECTIVE:

**-ACTIVITIES**

### 2. OBJECTIVE:

**-ACTIVITIES**

# Target 6

#1 *Setting the Emotional Climate for Learning*

#2 *Creating the Physical Learning Environment*

#3 *Designing the Learning Experience*

#4 *Teaching for mastery of skills, content & concepts*

#5 *Teaching for Extension and Application of Knowledge*

**#6 Evaluating Learning**

## Features:

- ☑ **Immediate, frequent, relevant feedback**
- ☑ **Feedback that verifies correct responses**
- ☑ **Feedback that requires students to extend thinking**
- ☑ **Assessments such as tests, quizzes, writing assessments**
- ☑ **Authentic performance assessment**
- ☑ **Anchor papers; models of exemplary response**
- ☑ **Rubrics, scoring tools**
- ☑ **Self-reflection and journals**
- ☑ **Task revisions**
- ☑ **Formative and summative assessments**
- ☑ **Student portfolios**

- What evaluation techniques measure mastery of the key objectives in Target #4 and #5?
- How can evaluations measure key objectives in non-standard ways?
- How can the arts support alternative assessments?

## **BT #6 ACTIVITIES**

### **OBJECTIVE:**

**-Evaluation**

### **OBJECTIVE:**

**-Evaluation**

### **OBJECTIVE:**

**-Evaluation**

## Arts Integration in **BTT Learning Unit**

*#1 Setting the Emotional Climate for Learning*

*objective:*

*activity:*

*#2 Creating the Physical Learning Environment*

*objective:*

*activity:*

*#3 Designing the Learning Experience*

*objective:*

*activity:*

*#4 Teaching for mastery of skills, content & concepts*

*objective:*

*activity:*

*#5 Teaching for Extension and Application of Knowledge*

*objective:*

*activity:*

*#6 Evaluating Learning*

*objective:*

*activity:*

**Vocabulary Ideas:** create, draw, compose and perform, dramatize, recite, sculpt, paint, invent, score, print, illustrate, carve, design, build, collage, make, produce, stamp, issue, memorize and perform, sketch, collaborate, assemble, plan, demonstrate, show.