Framing Routine Device Checklist

Teacher:__Bonnell Observer DGillam, SIM PDL_
Subject: Morphemes- Prefix and Suffix
Date :10/12/21

Directions: Put a checkmark (√) by each behavior that you observe. If an inappropriate use of the Framing Routine, go to Overall section and mark zeros on appropriate items and stop recording.

Key Topic and Paraphrase **pp. 11 and 18 in the guidebook**

_X_____Topic is key word(s) about critical information students need to understand in a unit (e.g., important concept, idea, event, etc.)
X_____ The paraphrase captures the essence of the topic
X_____ The paraphrase is a short explanation or the definition of the topic in student-friendly language.
_X_____The paraphrase connects the topic to students' prior knowledge

Main ideas

_X____ Main ideas are clearly related to the topic. **pp. 18-19 in the guidebook**
_X_____Main ideas are essential for understanding this topic and for grasping the significance of the topic (critical information).
_X_____Relationships between the main ideas and/or between the main ideas and the topic are parallel and coherent (e.g., build upon one another).
X_____Main ideas are foundational for information to be learned later in this course, in the next course, or later in life and/or the main ideas are difficult to understand because of their complexity.

Essential Details **pp. 19-20 in the guidebook**

Essential details are critical for understanding the main idea.
___X___Details are what ALL students should know about the main idea and what will be assessed.
___X___Details are not trivial information.
__ X___Detail boxes contain a few key words (rather than long sentences).

"So What" Statement **p. 20 in the guidebook**

_X_____Draft of a statement that students might make explaining how the current topic is related to the unit of study, how knowledge of the topic can help to solve a "real world" problem, or how the information relates to the students' lives
_X_____Crystallizes the conclusion or understanding from exploring the topic

Extend understanding **p. 21 in the guidebook**

_X_____The activity the teacher has created will extend students' understanding of the topic [e.g., prioritizing importance, prioritizing with specific criteria, speculating about what might have happened (what if), forecasting, predicting, anticipating or connecting ideas]

Overall

_X_____Frame focuses on critical content (permeating, foundational, and enduring understandings).
_X_____Frame makes abstract, complex content more understandable for students.
_X_____Frame is a useful tool for studying (includes the important information that will be assessed in a unit, course, or state assessment).

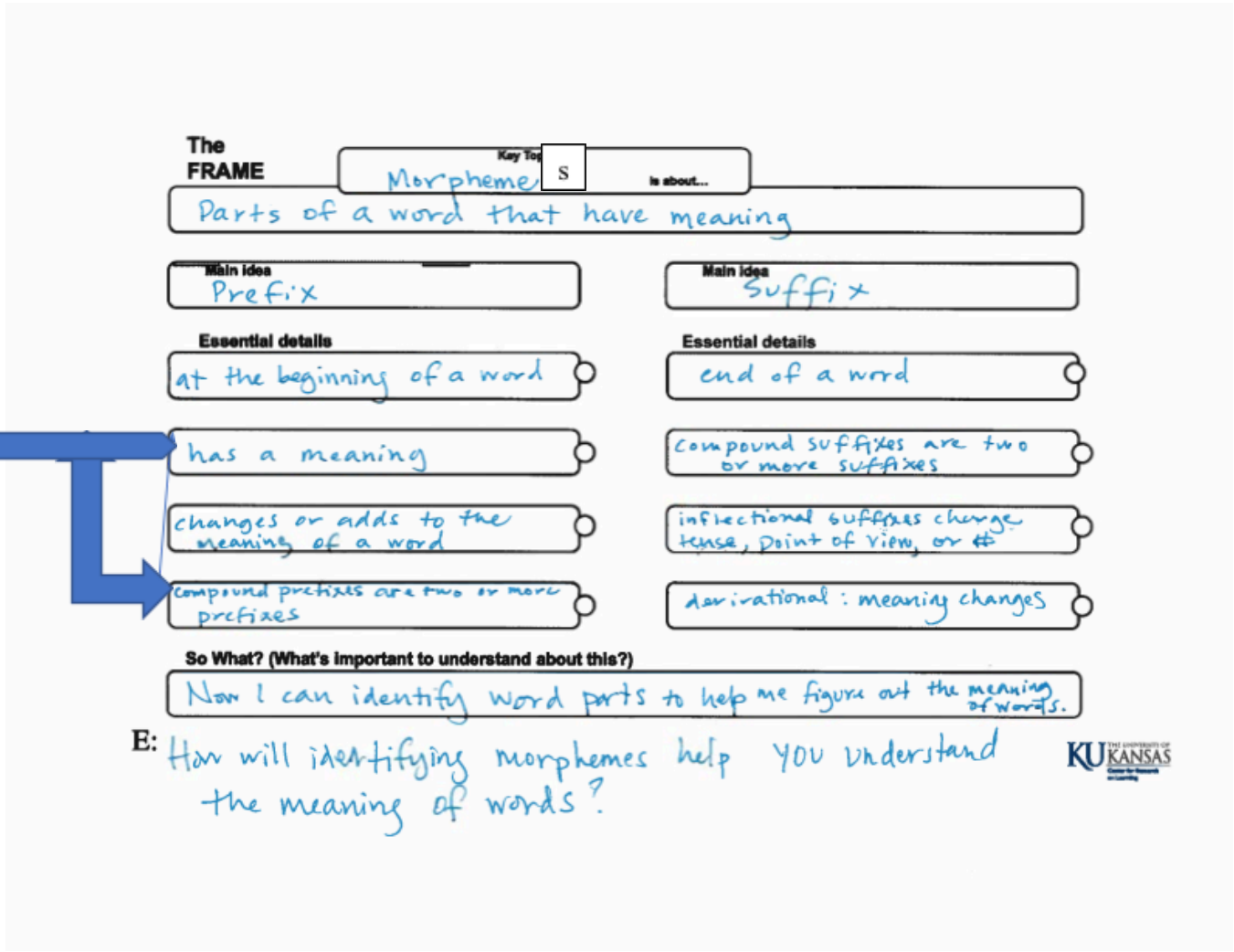
Comments:

Overall meets all technical requirements.

Maintain the parallel structure with the Essential details:

- **Compound prefixes and compound suffixes- see blue arrows on Draft**

- **Add tricksters with prefixes**
- **Offer/provide examples with appropriate items- For example- read for tricksters.**



Framing Routine Implementation Checklist

Teacher :Amanda Bonnell with Jake
School:

Date 10/13/21

Observer :DGillam,SIM PDL
Subject: Morphemes
Full Session____ or Partial Session ____
Time Start:_____ Time Stop:_____
1st Day _____ Subsequent days _____

Directions: Put a checkmark (√) by each behavior that you observe. If an inappropriate use of the Framing Routine, go to Overall section and mark zeros on appropriate items and stop recording.

Cue
The teacher…
x Named the Frame or the Framing Routine
x Explained how it will help
x Handed out blank Frames
x Explained expectations

Do
Step 1: Focus on the topic
The teacher…
x Named the topic
x Wrote the topic in Section 1
x Provided a short explanation of the topicx Wrote the explanation in Section 2 in brief form

Step 2: Reveal main ideas
The teacher…
x Named or elicited main ideas related to the topic
x Wrote the main ideas in the boxes in Section 3 in a brief form
x Explained or elicited the relationship between the main ideas and/or between the main ideas and the topic

Step 3: Analyze details –
The teacher**…**
x Elicited details related to each main idea from the students
x Wrote details related to each main idea in Section 4 as they were contributed

Step 4: Make a "So What" statement
The teacher…
x Elicited a statement from the students explaining how the current topic is related to the unit of study or how knowledge of the topic can help to solve a "real world" problem OR how the information relates to the students' lives
x Wrote the "So What" statement in Section 5

Step 5: Extend understanding
The teacher…
x Conducted an activity to extend the students' understanding of the topic

Review
The teacher…
_x_____Elicits answers to questions related to the information written on the Frame
_x_____Elicits answers to questions to review the process of making a Frame to help the students learn
x_____Elicits answers to questions to review how the students will use the Frame

Overall
The teacher…
__x__ Involved the large majority of students throughout the activity
__x__ Ensured that all students were writing on their Frames
__x___ Kept a lively pace
__x___ Wrote information on the Frame in a clear and legible way

Comments: Meets the technical requirements.

Given this feedback is focused primarily on the implementation of the FRAME, I have also provided information on the prefix and suffix lessons in the Word Mapping Strategy as they were integrated into the routine .

Time Stamp 5:04 recycle meaning "to reuse the materials" was the response; Prompt the student to identify the prefix re and its meaning. He used the *prefix re* with *use* to define the term recycle. Again, prompt the student to identify the prefix – re and its meaning . re- again or back. Also, have the Prefix List for the student to access.

Time Stamp- 7:15 unremarkable- Stated 2 prefixes : un and re- un means not, re means again- unremarkable- means not remarkable .

Revisit Unremarkable – It has one prefix un and *remark* is the base word and has a suffix *able.* Unremarkable- not of interest; common. If you use the WORD MAPS and your lists this will help you avoid this error. Base words have meanings on their own or can stand alone.